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ABSTRACT

This report uncovers the dimensions of public support for financing education reform in the Southeast. A 20-minute personal interview public opinion survey (N=2,550) was collected and data were analyzed via cross-tabulations of 133 opinion variables and 19 demographic and control variables that included sex, race, age, education, marital status, family income, residence, years in state, employment status, status of school children, household size, housing status, political affiliation, political orientation, and voter status. Findings reveal that the Southeast is proeducation because it rates primary and secondary education the number one funding priority among public services; proequity because it strongly believes that school districts should be equal in the financial resources devoted to the average child; and profinance because it supports a commitment to public school education by wanting it financed adequately even if that requires a tax increase. The appendixes, which comprise five-sixths of the documents, provide: (1) survey methodology; (2) tables illustrating survey responses; and (3) bar graphs and other figures. (JAM)

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Dimensions of Public Support for Financing Education Reform in the Southest

Frank M. Howell

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Final Report
December 1988

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This report constitutes the final project deliverable under the terms of a contract, "Dimensions of Public Support for Financing Education Reform in the Southeast, Phase III," between the Southeastern Educational Improvement Laboratory and the Social Science Research Center, Mississippi State University. Frank M. Howell is the Principal Investigator. The social survey data upon which this study is based were collected by the Survey Research Unit in the Social Science Research Center. The SRU is directed by Wolfgang Frese who prepared the description of the survey procedures and data collection (shown in Appendix A). Research assistance by Jon Carr of the Laboratory is greatly appreciated. Helpful suggestions by Charles Law, Peirce Hammond, and Joseph Haenn of SEIL, Arthur G. Cosby of the SSRC, and anonymous reviewers are gratefully acknowledged. Any errors of fact or interpretation are those of the author.

DIMENSIONS OF PUBLIC SUPPORT FOR FINANCING EDUCATION REFORM IN THE SOUTHEAST

Frank M. Howell

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

FINAL REPORT

December 1988

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Chapter One

REFORMING PUBLIC EDUCATION IN TIMES OF FISCAL CRISIS

The Crisis in Comprehensive Education Reform

The bright promise of massive education reform in the 1980s has turned pale in light of efforts to implement actual reform legislation fully. The ideas are not the principal problem; rather, it is the lack of money required to implement the many specific programs authorized under comprehensive reform packages that now threatens to stall these efforts. Worse yet, it is entirely possible that with a protracted battle over financing reform of public education, this movement could lose its current favor with the public.

From the broader perspective of the life cycle of political and social movements, the current situation amounts to a "crisis" state for modern attempts at comprehensive education reform. The current movement follows nearly two decades of progressive decline in the performance of public education on key objective measures. The general swing in national politics toward a conservative and economic reformist stance served as an important stimulus toward these massive education reforms, beginning with Mississippi's landmark Education Reform Act of 1982. Now, six years later, if a lack of consensus over the priority of education reform and the reluctance to spend public funds for public services in general slows the implementation of specific reforms, then the success of the entire reform movement hangs in the balance.

There seem to be three critical aspects of the current crisis:

- Financing public schools versus other public services;
- Ensuring equity in the education finance burden; and
- Guaranteeing equality of educational opportunity in the midst of implementing massive and somewhat radical education reforms.

Financing Schools And Other Public Services. During the 1980s, the financing of public services has become characterized by a shifting "federal-to-state-to-local" pattern. In turn, state and local government payrolls have grown to accommodate increasing demands for public services. Growth and expansion of rural and suburban areas has also fueled the increased financial burden on local public service delivery. As a result, the relative squeeze on funds for public education has increased and has made the cry for new and increased funding levels mandated by comprehensive reform more difficult to hear among the cries from other public service providers and users. Many public officials are being forced into strategies of maintenance or recision-orientation rather than those characteristics of expansionist budgeting.

Ensuring Equity In School Finance. Perhaps the most often heard issue in the financing of education reform is that of equity. Who should bear most of the financial burden? With the federal policy of reductions in revenue-sharing and states being faced with limited capacities to meet demands, local officials are feeling political pressure from their constituents over this burden.

But equity in local school finance is more than the issues of tax rates and tax sources. The local wealth of a school district is another vital element in the public school revenue formula. In many ways, concern for equity in school finance is based upon a recognition of differences in local effort (or tax rates), local resources (or wealth based upon property tax appraisal methods), and the socioeconomic mix of the individuals residing in school districts. Not only do poor districts suffer from a lack of adequate funding levels to offer an equal school experience to students, they also require a greater level of funding than wealthy districts to reach a specified educational outcome level in order to compensate for the lack of opportunities of the students who are economically disadvantaged. Thus, the advantages of wealthy districts tend to accumulate so as to positively influence the educational experience of public school students. In essence, the proverb "the rich get richer, and the poor get poorer" appears to describe the typical educational experience.

Equity in school finance is complex. It concerns social values that reflect a competitive and unequal society. While we tend to believe in equal educational experiences for all school children (something on which we present compelling evidence in later chapters), our competitive heritage also compels us to not want to pay more than our fair share of the bill for public education. How can we balance equity in the burden of school finance with the social facts of unequal local tax bases and educational needs of students with the more abstract belief in equal educational opportunity?

There are no clear answers to this question. However, some potential resolutions may lie in a public understanding of the common interests that school districts have in one another. Where there are contiguous public school districts serving a general social and economic entity (such as a county), gross inequity in funding patterns between these districts proves to be a burden on all districts in the long run. The appearance of the richer district gaining by higher funding levels may well be only a short-term illusion because the poorer district will have a population that is less educated, more likely to request benefits from public funds, and less able to contribute to the area economy through taxes and entrepreneurship.

Over time, this poorer district will impact upon the richer district through a less capable labor force, lower public revenues, and a higher rate of social problems. There are common interests in the futures of these two hypothetical school districts: the capacities of each is tied to the other in ways that make a minimum level of inequality between them benefit both.

Guaranteeing Equality of Educational Opportunity. A third issue, less evident in the press coverage of education reform, is that of ensuring that equality of educational opportunity is maintained for all students in public school systems. Since the Brown versus Board of Education decision, public schools have struggled with issues of racial and economic equality. With the recent conservatism underwriting the present education reform movement, this element of educational policy has suffered. Some of the issues in this dimension of massive reform involve consequences for minorities of raising achievement standards; value-choices about how local wealth and tax revenues should dictate educational experiences; and ways school finance should be restructured (e.g., raising funding levels of lower-financed districts versus capping-off higher-financed districts).

For instance, it is of no small consequence that education reforms are necessarily requiring testing programs to facilitate quantified information about how much reform is occurring. Some would argue that these testing efforts disproportionately will affect racial minority and economically-disadvantaged students, perhaps by reducing their motivation for academic success in light of enhanced achievement standards. Others may argue that, on the contrary, this will serve as a significant motivating device for all students, regardless of racial or economic status. With the increased need for funds required to implement these programs, officials in school districts which have the necessary tax revenues in place are often not concerned about those districts which do not. But the consequences of this attitude for individual students is potentially significant. Two quotations from a recent study in Mississippi (Howell and Wells, 1987: 1), exemplify the main perspectives currently held:

> "Children can grow up two miles apart and be subject to vastly different public education ... the quality of education that a child receives should not be an accident of his birth."
>
> **Richard Boyd, Mississippi Superintendent of Education**
>
> "In Tupelo, they put in a lot of local effort, and we shouldn't take that money and put it into a poorer district just because that district wants to sit back and be lazy ...Some people,unfortunately, don't consider education a major priority in their children's lives."
>
> **Bill Minor, State Senator, Mississippi**

These two statements illustrate the crucial belief that abounds in the current era of comprehensive education reform. What role should luck play in structuring a child's educational future? Should a child's being born into a district that has either high- or low-funding play a significant role in his or her public schooling? The problem is multifaceted in that it impacts upon both school districts -- as organizational entities representing the state's chief public service -- and individual lives -- which prepare youth for productive roles in an informed citizenry. What choices will policymakers make? We need to consider how public policy-formation works in the face of attempts to reform public education.

Social Change and Public Policy Formation

In times of financial prosperity and optimistism, public monies tend to be allocated in an expansionist mode. That is, new programs may be added without particular concern for cutting back on existing programs. But under periods of fiscal duress, forces are at work, and conflicts between new and existing programs may emerge quickly.

Funding for public programs is heavily influenced by the lobbying process. Political action groups, corporations, and other powerful entities influence the allocation of public dollars by delivering information and opinion to policymakers that promote certain political actions. Corporations may lobby for reduced corporate tax rates. Environmental groups may lobby for greater funding of recreation areas or pollution standards enforcement. There are many other examples, but the process tends to reflect the maxim that those groups delivering the most favorable information over the longest period of time are most likely to shape the policy-formation process. It is also a reality that individuals representing large groups are far more effective lobbyists than are those representing small groups or themselves.

The politics of tax increases are subject to the same influences that are brought to bear on the allocation of public money. Few politicians want the public image of being in favor of a major tax increase. The conventional wisdom is that voters tend to have long memories on who generated their tax liabilities and much shorter ones for increased service delivery. As a result, during times of fiscal crisis, which correspond with periods in which individual taxpayers also face strained budgets, elected officials struggle to reject a tax hike as a mechanism for financing all the requests made for public services. Given that budget requests almost always exceed projected available revenues, public policy governing public service funding tends to reflect these two sources of influence: the impact of the lobbying process and the current perceived political climate by elected officials for tax increases.

What tends to be omitted from this equation is systematic input from the citizenry at-large. That is, because of the nature of the lobbying process, those citizens who are powerful economically, by virtue of social prestige, or indirectly through their organizations are able to make an impact on legislative bodies through lobbying. What results is an uneven picture of public sentiment toward public service-delivery, taxation, and planned social change. One vehicle for obtaining a cross-sectional view of public sentiment is the public opinion survey or poll. By scientifically sampling a representative group of adults, public sentiment can be ascertained in an across-the-board manner.

Monitoring public sentiment, however, is not a one-shot enterprise. To be truly effective, a program of monitoring public sentiment should be used that takes multiple "snap-shots" of social indicators and blends them into a likeness of the motion-picture of social change that is actually occurring in public life. For a massive effort like reform of public education, repeated surveys of the public are necessary. Without them, policymakers at many levels are left to operate with a more fragmented set of lobbying efforts that do not mirror true public sentiment as accurately.

The Survey of Public Support for Financing Education Reform in the Southeast

In this monograph, we report on a recent study of public support for financing education reform in the Southeast. Sponsored by the Southeastern Educational Improvement Laboratory (SEIL), a large-scale scientific survey of adults in the SEIL six-state service area of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina was conducted by the Social Science Research Center (SSRC) at Mississippi State University. The purpose of the survey was to collect data to provide a systematic overview of public sentiment toward some important dimensions of financing education reform in this region. The top priority was to obtain a regional picture of these issues. A secondary goal of the study was to facilitate some type of a state-by-state assessment of these same dimensions of public sentiment. An additional goal was to study variations in public support across major social and demographic groups.

The **Monitor MISSISSIPPI Laboratory** in the **SSRC** worked in conjunction with the Survey Research Unit **(SRU)** to coordinate and collect the survey information. The **Lab** took overall responsibility for the study and composition of the survey instrument while the **SRU** constructed the sampling design, collected the data, and provided the **Lab** with a computerized data file ready for analysis.

A detailed description of the methodology used in the sample design and data collection is contained in Appendix A. For brevity, we provide an overview here followed by a summary of the contents of the survey interview and the analytical plan used in the study.

Telephone Survey Data Collection. The survey was conducted as a set of cross-sectional telephone surveys of adults, eighteen years of age and older, in the six states of Alabama (n = 419), Florida (n = 429), Georgia (n = 430), Mississippi (n = 429), North Carolina (n = 416), and South Carolina (n = 427) during November and December 1987. A minimum of 415 interviews was set as a realized sampling minimum to be completed through conventional random-digit-dialing (RDD) sampling techniques in each state. This sampling size would yield a composite sampling error rate of 6 percent within each state.[1] The 6 percent error rate was the optimal that could be obtained at the state-level, given the funds provided for in the contract and using the conventional RDD sampling methodology. The sampling error rate for the regional survey as a whole is 2 percent.

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[1] This error rate assumes a "design effect" of about 1.5 for the RDD sampling technique.

We have shown in Figure 1.1 a brief demographic profile of survey respondents. They are: 61 percent female; 80 percent white; 68 percent married; 47 percent rural; 58 percent full-time employed; 27 percent college educated; 34 percent with middle incomes ($30,000 or more); and 38 percent with children in school. They reflect a broad range of adults across the six-state region but tend to have higher concentrations of middle-class profiles than might be expected.

It should be noted that all telephone surveys are somewhat contaminated by several factors (see Dillman, 1978). This one is no exception. The two most critical factors are the telephone saturation rate of households in each state (and the region as a whole) and the diversity of the population in each state.

To the extent that households that do not have telephones in them are different on the issues that are being studied from households with telephones, sample survey results such as these are biased in certain directions. We know that households without telephones are different from households with telephones (see Groves and Kahn, 1979, for a comprehensive study), but we are generally unaware of the extent that they are specifically different on issues of public support toward financing education. As a consequence, while we have some sense that telephone surveys are missing the extremely low-income or low-educated households, we are not able to make suggestions as to how biased the results might be on this particular topic.
However, we do note that this concern does not reflect a peculiarity of our study. It is a concern of **every** telephone survey.

One note that we should make is that sampling error is essentially a function of two sources: sampling size (n) and the variance in the population being sampled (S^2). While the sampling sizes across each state are approximately equal, we believe that Florida may well be more diverse than the other five states on some of these issues. As a result, the diversity (or S^2) in the Florida population may increase the estimated state-level sampling error above 6 percent in that state. We are unable to certify this speculation but simply offer it to readers as a possibility when making state-to-state comparisons.

Survey Interview Contents. These structured interviews, lasting about fifteen minutes in length, were conducted during November and December 1987 and were focused on several sets of issues pertaining to education reform and school finance. The decision to make use of a telephone survey research design rested with the **Social Science Research Center** as the contractor charged with procuring current information that would address the issues of financing education reform in the Southeast region. The final instrument reflects the input of a work group of the **Southeastern Educational Improvement Laboratory**, a subsequent follow-up meeting between **SEIL** and the **Social Science Research Center's** principal investigator, and pre-testing by the **SSRC's** Survey Research Unit. The contents of this fully electronic interview is reproduced in printed form in Appendix A.

The broad content areas of this regional public opinion survey were as follows:

- General Government Quality
- School Quality
- Knowledge of Education Reform
- Attitudes Towards Taxes
- Priorities for Schools
- Demographics and Control Factors

This final instrument resulted from the comments of SEIL advisers and a pre-test directed by Wolfgang Frese, director of the SSRC's Survey Research Unit. The instrument largely incorporates or modifies survey items used in studies conducted by the Gallup organization (for Phi Delta Kappa), the Education Commission of the States, and a private survey group in California. The incorporation of these previously used items enhances the reliability and potential comparability of this survey with others.

Analytical Plan. The main goal of the survey was to estimate preferences and opinions of the adult public in the Southeast with an interest in discovering patterns of significant disagreement among major social groups. A secondary goal was to ascertain the state-to-state variations in key indicators of public attitudes toward educational reform and school finance. Consequently, the plan of analysis included examining the frequency distributions of each variable, followed by an extensive cross tabulation of each indicator by a set of demographic and control variables.

The set of demographic and control variables and their mnemonic abbreviations include the following:

- Sex (SEX) -- male versus female.
- Race (RACE) -- white versus non-white (largely black).
- Age (AGE) -- in years.
- Education (EDUC) -- in years completed.
- Marital status (MARITAL) -- currently married, previously married, or single.
- Family income (INCOME) -- in dollars.
- Residence (RESID) -- size-of-place in eight categories, ranging from farm to city more than 10,000.
- Years in State (INYEARS) -- years lived in current state.
- Employment status (EMPLOY) -- full time, part time, retired, homemaker, or student.

- Status of school children (SCHKIDS) -- No school-age children (including no children at all), children in public schools, or children in private schools.
- Household size (HHSIZE) -- absolute number.
- Housing status (HOUSING) -- owned versus non-owned (largely rented).
- Political party (PARTY) -- democrat, republican, independent, or other.
- Political orientation (POLITICS) -- self-defined as "liberal," "slightly liberal," "moderate," "slightly conservative," or "conservative."
- Likely voter status (VOTER) -- made up of two survey items, combining respondents who are "interested" or "very interested" in the next election and "likely" or "very likely" to vote in the next election.

The full text of each question generating these variables, along with the detailed codes pertaining to each, is shown in Appendix A.

We performed cross tabulations of every school finance variable by each of these demographic or control variables. The results of these extensive cross tabulations were screened and selected for presentation based upon several factors. First, the statistical significance tests (using conventional chi-squared goodness-of-fit tests) and the related measures of association (largely gamma) were used. Because of the large sample used for this regional survey (n = 2,550), we also tried to make judgments about the meaningfulness of those "significant" results. Some statistically significant results did not appear meaningful in a larger context of consistent patterns of public opinion and were not included here.[2] Consequently, what we present here is our best judgment about these data relative to the issues outlined as goals of the study.

ORGANIZATION OF THE REPORT

In the remainder of this report, we focus on four general dimensions of financing education reform in the Southeast. As is the case in virtually all studies focusing on a new topic or that provide data without recent comparative statistics, this study does not exhaust what needs to be known about each dimension. Nevertheless, these results greatly advance what was known prior to the study. However, we do urge that the study be replicated and extended. In fact, we believe that the most prudent path for policymakers to pursue would be to repeat a survey of this type on an annual basis. This annual effort would provide a critical monitoring of the public's pulse regarding educational finance and reform programs.

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[2] See Carver (1978) on the need for using theoretical understanding (as well as replication) in making judgments about statistical significance testing in social research.

The most important findings are presented in graphical display. Other relevant cross tabulations are shown in Appendix B and referenced in the text where appropriate. We believe that this makes the statistical analysis supporting the central results more accessible to the general reader while preserving the detailed results preferred by those more analytically inclined.

In **Chapter Two,** the views of the adult public about public school performance is reviewed. Using items identical to those in the annual **Kappan Poll**, along with others, it is shown that public schools are seen as "fair," in terms of their current performance rating but are "getting better" as education reform has begun to be implemented across the region. The degree of improvement in the minds of the public is compared to that perceived for higher education as a benchmark.

In **Chapter Three,** public awareness levels about comprehensive education reform are revealed to be generally low. But those who are accurately aware of education reform efforts in their state also sense a profound and positive impact of reform. Public attitudes about equality in the consequences of massive education reform efforts are shown to be strongly in favor of equity in public schools. We focus on how raising achievement standards may affect students from poor families; how much should per-pupil expenditures vary across districts; how much should local wealth dictate the educational experiences of children; and what scenarios should be put in place in order to finance education reform. These results are surprising in light of the social history of the region: Southeasterners are very much in favor of equity in this process of large-scale education reform in public education.

What is public education's standing among other public services in terms of priority funding? That is the focus of **Chapter Four** where the spending priorities of the public are shown to strongly favor public schools. In the education market for public dollars, public schools (K-12) are clearly favored over higher education. In a budget crisis, how would the public respond if it were in charge of tax rates and funding of public services? We show that there is a clear split in opinion over whether to raise taxes or cut programs and services.

In **Chapter Five**, data are presented that indicate that current taxation levels are not too high for the public if we are talking about taxes for public schools. We also provide estimates of what the public thinks of the potential tax increase will yield. But from where are the sources of new education revenues likely to come? The federal-state-local partnership in public school funding is reviewed, and it is shown that the public believes that the federal government should have a significant role in local school finance. Specific sources of new school revenues also are listed in a priority order, with corporate taxes being viewed as the preferred source. Finally, educational expenditure priorities expressed as specific programs for new school finances are shown. They have a new twist to them and show that the public in the Southeast has embraced high technology as a critical component for the future of their children.

Finally, in Chapter Six we conclude this report by pulling together these results into a tripartite theme for the study. We conclude that the Southeast is "pro-education, pro-equity, and pro-finance" in terms of its public school systems.

Chapter Two

PUBLIC SCHOOL PERFORMANCE:
FAIR TO GOOD, BUT GETTING BETTER

A REPORT CARD FOR PUBLIC SCHOOLS IN THE SOUTHEAST

Efficiency in public service delivery is a vital part of public finance. In this chapter, we describe the public's rating of local school districts through the well known "public school report card" procedure (see Gallup and Clark, 1987). These subjective grades are compared for each of the six southeastern states. How stable has this performance rating been? The improvement in public schools, both from K-12 and higher education, is explored in a related set of questions. Differences by major social groups also are shown.

Respondents were asked to give the schools in their local community grades just like students are graded (ranging from "A" to "Fail"). A pie chart contains the results of this item (see Figure 2.1). Most give grades of B (35 percent) or C (30 percent) to their local schools. Fewer see excellence in their local schools as evidence by the low percentage (14 percent) of As. On the other hand, there were few Ds (9 percent) and very few failing grades (3 percent) given by the public at-large.[3] In short, the public views local public school districts as being "fair" in terms of current performance levels. It is also important to note that relatively few (9 percent) believe that they do not know enough to hand out these type of grades. Thus, the public's feelings of awareness is at a very high level.

These results compare favorably with the 1987 Gallup Poll of the Public's Attitudes Toward the Public Schools (Gallup and Clark, 1987). The distribution from the Gallup Poll is shown below, along with the results from our survey of the region:[4]

Region:	A %	B %	C %	D %	Fail %	Don't Know %
East	11	28	29	11	6	15
Midwest	13	32	29	7	4	15
SOUTH	12	35	30	7	4	12

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[3] It is difficult to determine whether a letter grade of "D" is passing or failing in the mind of the public. Hence, we view a grade of "D" as marginal in any case and do not believe that it falls in to the range of average or mediocre performance.

[4] Please note that the definition of "South" in the Gallup Poll and "Southeast" in the survey sponsored by SEIL are not identical. See Gallup and Clark, 1987, for details on the Gallup Poll and Appendix A for details on the present one.

West	10	26	34	13	4	13
Nation	12	31	30	9	4	14
SEIL Survey	**14**	**35**	**30**	**9**	**3**	**9**

As this table shows, the SEIL Survey pertaining to the six Southeastern states compares very favorably with the South as defined in the Gallup Poll. Moreover, the Southeast compares very well to the national averages in the "public report card" given to public schools. In addition, it seems that the Southeast believes that it is slightly more aware of the performance of local schools. As these figures show, about 14 percent nationwide say that they don't know enough about local schools to even award grades as compared to only 9 percent in the Southeast.

There is a general degree of consensus about public school performance.[5] In Figure 2.2, a state comparison of the percent of the public giving traditionally "passing" grades (A, B, or C) is presented. (We assume that a grade of "D" connotes very marginal performance.) While North Carolina has a slightly higher percentage than its neighbor to the south (82.6 percent compared to 76.9 percent in South Carolina), most of these states receive very similar marks in the eyes of the public. Almost eight out of ten people in each of these states give their local schools "passing" marks. On the other hand, most of these marks are those typically assigned to good or mediocre work in school (Bs to Cs). Thus, the Southeast views the performance of public schools as being "good to fair," but, as we show below, these schools appear to be getting better.

PUBLIC SCHOOL IMPROVEMENT

Public schools appear to be doing "fair" in the Southeast. But, have they improved much in recent years? Respondents were asked about both public school improvements, K-12, and recent improvements in colleges and universities in their states. This additional question gives us a basis of comparison for perceptions of improvement by the public in education per se.

Elementary and Secondary Education Compared to Higher Education. A significant fraction of the public, about 40 percent, believes that both (K-12) public schools and higher education institutions have improved in recent years. Figure 2.3 shows that another one-third or so feel that they are staying about the same. However, a noticeable number (about 20 percent) report that public schools are getting worse instead of better. Less than 10 percent indicate that institutions of higher education are worse now than they were a few years ago. Probably because of differential exposure to these two categories of public education institutions, the number of people who say that they don't know enough about colleges to make a judgment is double the number who lack knowledge about K-12 schools.

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[5] Because of a lack of important differences in these grade patterns across the set of demographic and control variables, we do not present any of those breakdowns here in the text. See Appendix B, however, for some related cross tabulations.

Demographic Differences. There are some important differences in perceived school improvements across major social groups. Figure 2.4 shows that age is an important correlate of perceived school (K-12) improvement. Younger adults are more likely (by about 10 percent) to feel that schools are improving than are older adults. Age does not make much difference in opinions about "no improvement" or "getting worse". This is partly explained by the observation that elderly adults are more likely than younger adults to indicate that they do not know about local systems.

Education also makes a difference in perceptions of improving schools. Figure 2.5 shows that more educated adults, particularly those who completed high school or beyond, are more likely to believe that local schools have improved. There is a corresponding trend that schools are remaining about the same.

Having children enrolled in the public school system also is linked to a belief that public schools have been on the upswing in recent years (see Figure 2.6). While this is not surprising because parents of public school students have more current and direct contact with public schools, it is interesting to observe the differences between parents of public school students and private school students. In each case, the beliefs of public school parents are more like those of adults without children in any K-12 school than those of private school parents. In essence, parents of private school students are "different" from others in not believing that positive change in local public schools has occurred. Private school parents particularly stand out as a group that sees a decline in recent public school performance (33 percent compared to approximately 18 percent).

Relative Improvements. The southeastern states vary in the education reform programs implemented during the 1980s. What Figures 2.7 and 2.8 show is that public perceptions also vary with regard to perceived improvements in both K-12 schools and in institutions of higher education. Moreover, states vary in the relative improvements accorded to these two educational sectors.

Improvement ratings stating that K-12 schools are "getting better" range from one-third (in Florida, 33.6 percent) to one-half (in South Carolina, 49.2 percent). These same ratings for higher education are slightly lower, ranging from a low of 31.2 percent (in Mississippi) to a high of 42.6 percent (in Alabama). Thus, it appears that in terms of how the citizens of a state estimate improvements in public education, Florida is rated the lowest in recent primary and secondary school improvements while Mississippi receives the lowest rating for recent improvements in higher education.

Perceived improvements in K-12 schools versus those for higher education indicate a diversity of public sentiment across the Southeast. In Alabama, Florida, and South Carolina, the public believes that institutions of higher education have made greater improvements in recent years than have primary and secondary schools. The opposite pattern occurs in Georgia, Mississippi, and South Carolina. We are unable to provide explanations within the scope of these data. One way to begin to do this, however, is to monitor trends in public sentiment as programs are implemented so as to gauge important shifts in public opinion.

Summary

This chapter has shown that adults in the Southeast view their local public schools as performing "fair to good," but indeed "getting better" in recent years. The public's report card on schools lists mainly a B or a C in absolute performance level. State-by-state comparisons show that there is very little variation in this report card across the region. There is also very little important differentiation across major demographic and social groups in the grades awarded to local public schools.

Public primary and secondary schools are perceived to have improved at about the same rate as institutions of higher education, although there is a minority (about 20 percent) that believes K-12 schools are getting worse. Perceptions of recent primary and secondary school improvement, however, vary in at least three important social groups across the region. The near-elderly (51-64) and elderly (65 or more) see less improvement in K-12 schools than do younger adults. The less educated do not perceive as much improvement in public schools as those with high school or college degrees. And, finally, parents of private school students are much more likely to see less improvement and, in fact, more decline in public schools than are other adults with or without children in public schools.

The relative gains made by primary and secondary schools, on one hand, and colleges and universities, on the other, vary somewhat by state. The public believes that there have been more improvements in the K-12 sector than in higher education in Georgia, Mississippi, and South Carolina. The opposite pattern occurs in Alabama, Florida, and North Carolina. We are not sure why this result was obtained and are not able to resolve this issue using these data. What it does point to is a need to understand public sentiment as it involves education reform at all levels of public education. This would be facilitated greatly by a periodic monitoring of public opinion regarding educational performance.

Chapter Three

EDUCATION REFORM:

PUBLIC AWARENESS AND EQUAL CONSEQUENCES

While the public education establishment and the press have made much ado about recent reform packages, we do not know much about what the public knows or thinks about these specific programs. In this chapter, we present data that describe public awareness levels in the region on education reform programs and public perceptions about the effect of these large-scale efforts. One concern of any massive reform program is determining the extent to which reforms are implemented equally for all constituents. Many of the equity issues derived from this concern involve value judgments made either at the policy-making (legislative) or implementation (administrative) level. The collective sentiments of the public are presented in this chapter regarding six aspects of equity financing of educational reform.

PUBLIC AWARENESS OF COMPREHENSIVE REFORM EFFORTS

It is difficult to fully assess public awareness about education reform programs because of differences across the six Southeastern states. The SEIL advisory group for this study opted for a straightforward approach that asked respondents if there have there been any education reform programs passed by their state legislature in the past five years (see Appendix A for full text of **EDREFORM** item). In the states where there were specific programs, the program title was substituted (e.g., the **Education Improvement Act** in South Carolina).

Accuracy. Using this item, Figure 3.1 reveals that the accuracy of public awareness in the region is about 28 percent. It is clear that awareness is statistically low. While we are unaware of any specific comparable data, this percentage does not seem unacceptable. The fact is that, regardless of the magnitude of these education reform programs, they are not day-to-day priorities in the minds of the public. Thus, we make the observation that this statistically low level of awareness may not be bad in the context of what this knowledge is about. One reason for this position is that when we compare scores on this awareness measure across major social and demographic groups, predictable patterns emerge.

Accurate awareness of reform varies directly with both education and family income. As shown in Figure 3.2, the accuracy level among those with less than a high school degree is about 14 percent but rises to about 41 percent among the college educated. A similar pattern can be observed for various income groups. Those making less than $10,000 a year are only about half as accurate as are those making $50,000 or more.

State Differences. When we look at awareness levels across the region, there are striking differences among states. Figure 3.4 displays these data. The highest awareness levels are in the states of Georgia (42.3 percent) and South

Carolina (46.8 percent). They are lowest in Alabama (15.7 percent) and Florida (12.8 percent). North Carolina, at 21.2 percent, and Mississippi, at 23.1 percent, fall in the middle.

This pattern is, on the surface, somewhat puzzling. Why would there be such substantial state-to-state fluctuations in the public's accurate awareness regarding education reform? Part of the answer is probably due to whether or not a state has a singular title for an education reform package (e.g., **Basic Education Plan, Education Reform Act, Quality Basic Education**). Another factor is the effectiveness in promoting the package of political and educational parties involved in the reform.[6] While these two factors do not appear to us to fully explain these state-to-state differences, they seem to be important aspects to consider in their explanations.

In evaluation research, it is important to set criterion levels in order to make rational and systematic judgments about program effectiveness (see, for instance, Rossi et al., 1979). What we have compiled in this survey is the subjective assessment of the public in each of these six states of the effect that education reform programs have had on schools. Respondents who were aware of specific education reforms passed by their state legislature were asked about whether or not they thought that the programs had helped, hurt, or had no effect on public schools.

Displayed in Figure 3.5 are the results of this measure. **Those adults who keep up with their public school affairs believe that education reform is working.** About 70 percent state that the education reform programs implemented in their states have helped public schools. Only about 10 percent believe that the efforts have hurt schools. This issue is not one in which there are many who are undecided because only about 15 percent respond that reforms have had no effect. Among those who are accurately aware of legislative action in education reform, less than 7 percent indicate that they do not know whether or not it has had any impact.

EQUAL CONSEQUENCES OF REFORM PROGRAMS

Equity in school finance and educational reform is one of the most critical issues facing educational policymakers today. By its definition, equity is predicated upon value judgments about what is good, right, or fair in an institutionalized situation. In this section we present data on the collective value judgments of the public surveyed in each of the six states.

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[6] We want to emphasize that this factor should not be considered a criticism of public relations groups affiliated with state legislatures or departments of education. Different emphases and strategies have been devoted to education reform efforts across these six states. Moreover, the mass media systems in the region differ in scale and perhaps in their "style" in saturating a market with a given story. Style may be more important than scale since Georgia and Florida differ significantly in awareness levels but are similar in media scale. We must reiterate that we have no ready explanation about why these state differences occur in the present survey.

As described in Chapter One, public opinion is only one input into the policy-formation process. It is, however, one that adds an element of democracy into that process.

Achievement Standards. Education reform has raised achievement standards for students throughout the Southeast. Some argue that this places an unfair burden on students from poor families, many of whom are racial minorities, because they do not have the same personal resources with which to compete with middle-class students. As a result, the argument goes, disadvantaged students will often become discouraged regarding educational success and perhaps drop out. Others argue that the "raising of the ante" in terms of academic achievement standards will serve as a motivating device. Public sentiment is split regarding the effect of the new academic standards (see Figure 3.6). Most believe that raised academic standards will motivate students from poor families (58.4 percent). A significant proportion, slightly more than one-third (36.6 percent), feels that higher standards will discourage poor students. This is not an issue with many who are undecided: only 5 percent believed that raised standards have no effect.

With this type of split, we logically would think that a vested interest principle is at work. That is, those who believe that higher standards will discourage students are those in low-income families or those in racial minority groups. This hypothesis can be dispelled by examining Figures 3.7 and 3.8. In Figure 3.7, there are virtually no differences between whites and non-whites in their opinions on this issue. In fact, non-whites are slightly more in agreement with the position that higher standards serve as motivating devices than are whites. A surprising result, shown in Figure 3.8, is that the lowest income group (less than $10,000 annually) is by far the most in agreement with the "motivation" position and the least in favor with the "discouragement" notion. In general, there is no evidence of a vested interest principal at work here.[7]

Per-Pupil Expenditures. There is sometimes great fiscal inequality among school districts in a state. One of the most consistently used measures of fiscal investment in education is the per-pupil expenditure rate (see Howell and Wells, 1987; Odden, 1986). Should gross inequality in finances from district to district, which reduces the equality of educational opportunity for children in a state, reduce inequality? If so, how? A vast majority of those in the Southeast believe that public school districts should be equal on per-pupil expenditures. As shown in Figure 3.9, about 80 percent either "strongly agree" (41 percent) or "agree" (40 percent) that districts should be equal. Less than 20 percent disagree, with only a fraction (3 percent) disagreeing strongly. This seems to be a strong indictment of gross inequality in per-pupil expenditures.

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[7] We were unable to find any other significant grouping that lines up consistently on this issue. Thus, while there is a split opinion on this issue in the mind of the public, it does not appear to reflect any of the conventional social and demographic profiles examined here.

The only two variables that showed a pattern of difference in the cross tabulations of this item were race and income. Figure 3.10 shows that non-whites are slightly more likely to "strongly agree" with equality in per-pupil expenditures. Figure 3.11 shows evidence that there is some vested interest at work with regard to income. The higher income groups are less likely to "agree" but more likely to "disagree" with this item. This relationship is not strong (gamma = .068; see Appendix B, Table B26). In general, these differences are not striking and, given the large number of control variables examined, are not impressive in terms of consistency.

Reducing Spending Inequities. How should inequality in educational expenditures be reduced? While a number of methods have been proposed, many involve either restricting the expenditure ceiling of high-spending districts or raising low-spending districts up to a prescribed minimum. These two strategies reflect different value choices regarding equity funding. **There is a clear signal from the public that restricting "excellence" in the form of expenditure ceilings should not be practiced but that there should be a "safety-net" raising low-spending districts up to a prescribed minimum.** About 81 percent agree that low-spending districts should be raised to meet a prescribed minimum expenditure level while only 19 percent believe that high-spending districts should be capped-off.

There is substantial agreement among the different constituencies on this issue and only minor differences. We show, for instance, in Figure 3.13 that there are small differences between whites and non-whites in that whites favor the safety-net less and the "cap-off" of high-spending districts more than non-whites. In Figure 3.14, we show that income level is also weakly related to preferred equity funding strategy. Once again, this relationship is small and should not be construed as representing great differences among income groups in support for a strategy toward equity funding.

Local Wealth. Money available for education expenditures comes from several sources. Two sources that affect local revenues are the tax rate and the taxable wealth available in the district. Differential wealth is an element producing inequity from district to district in the capacity to generate school dollars. It is frustrating to legislators to see one (wealthy) district use a lower tax rate to generate more in actual dollars than another (poorer) district with a higher tax rate (see quotations in Howell and Wells, 1987). Trying to equalize tax wealth may well be much more difficult than trying to equalize tax rates, and such an endeavor may be fruitless since the two elements of fiscal policy are inextricably intertwined. Property wealth is often thought of as rightfully belonging to a local area and, as such, should only benefit local citizens.

Adults in the Southeast reject the notion that local wealth impacts the educational experiences of children. In Figure 3.15, about **80 percent** believes that local wealth should not affect educational expenditures. Approximately 50 percent "disagrees" and 30 percent "strongly disagrees" that local wealth should be related to education expenditures. This belief in an equity-based funding formula is rather strong and on par with the previous item dealing with per-pupil expenditures. Additionally, there is surprising consensus on this issue across major social and demographic groups. We show in Figure 3.16 the breakdown of this item by income. While there is a statistically significant relationship, it is not strong nor is it striking in the pattern evident in this bar chart.[8]

An Equity-Based Funding Formula. The final issue in equity funding of education reform involves specific plans for implementing an equity-based funding formula. While resources would not permit the collection of detailed data focusing on a wide variety of proposals, information was compiled on one specific plan. The text of the item, taken from Appendix A, is as follows:

> How would you feel about each school district in <state> having a minimum property tax and the state giving the poor districts enough money so that they have at least the minimum per student expenditure considered adequate to educate a child? Do you think this is highly desirable, desirable, somewhat desirable, somewhat undesirable, or highly undesirable?

This item combines some notion about a minimum "effort" by a school district through local tax rates with the idea of a "safety-net" that guarantees a minimized degree of equality across districts in the state in expenditure levels. This is the proposal currently favored by the Mississippi State Department of Education.[9] While it does not include all aspects of equity that are included in the many current debates over the issue, this proposal does present the public with a specific plan for their consideration.

The verdict of this consideration shown in Figure 3.17 is rather clear. About 40 percent find this specific plan "highly desirable" and another 52 percent view it as "somewhat desirable." Thus, over 90 percent respond that an equity funding plan incorporating both a minimum "effort" and a minimum "safety-net" of expenditure levels is a desirable public policy. Only a small percentage of adults in this survey find this plan objectionable (less than 10 percent).

After examining all of the cross tabulations involving the social and demographic control variables, we were struck by the consensus shown. The patterns that were observed failed to reveal any substantial discord on this survey item. For example, Figure 3.18 contains a multiple bar chart of this school finance equity plan by race. The differences that can be observed are not in whether whites and non-whites see it as desirable versus undesirable but in the degree of desirability shared by each group. Non-whites score about 15 percent higher in the "highly desirable" category while whites are about 10 percent more likely to be in the "desirable" category. Thus, while there are small patterns of statistical differences among demographic groups we do not interpret them to indicate real disagreements over this plan.

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[8] Interestingly, the one trend evident in Figure 3.16 is that the low-income respondents are more likely to "agree" with the statement that local wealth should be linked to educational expenditures and less likely to "strongly disagree!" It is ironic that this sentiment is, on the average, likely to work against their own interests.

[9] This item was recommended by Thomas Saterfiel, deputy superintendent of education, Mississippi Department of Education, Jackson, MS.

Do these somewhat impressive survey results suggest that this is "the" plan for equity funding? It may be in fact the most feasible such plan, but we believe that these data alone should not be used to make that inference. Rather, these results suggest to us that adults in the Southeast favor of some specific type of plan that will guarantee an equity-based funding formula for public schools. They strongly favor equality of opportunity for school children, at least as opportunity is circumscribed by per-pupil expenditures and local wealth. The plan that was included in this survey did not include a range of alternatives so that these respondents could make specific choices among them. As a result, we should probably interpret this strong support as an endorsement of some plan to ensure an acceptable amount of equity in the funding formula used for public schools.

Summary

In this chapter we have shown that accurate public awareness of comprehensive education reform legislation is low, but perhaps not so low as to conclude that public education efforts throughout the region focusing on school reform have been failures. Using one measure of awareness, we estimate that across the Southeast, about 28 percent of adults are accurately aware of education reform programs. Awareness is greatest among the more educated and the more financially affluent sector of the region. For instance, there is a 14- to 41-percent gap between those who did not complete high school and the college educated in accuracy of awareness about education reform legislation in their states. A similar pattern was observed between the impoverished and the affluent. However, when one considers the multitude of media events and everyday tasks faced by the average adult today, these figures do not appear unreasonably low. It does, however, leave room for further public dissemination efforts.

There were striking differences by state in awareness, with Georgia and South Carolina leading the way by a significant margin. Alabama and Florida had the lowest levels of awareness. While we had no definitive explanations of why these awareness patterns were observed, we did recommend that they be considered within the context of each state from which they came. There are too many factors governing this type of public opinion for us to gain very much insight into it with a single cross-sectional survey.

It is clear, however, that among those adults who are aware of education reform legislation in their states, there is a belief that these programs are having a positive effect on public schools. About 70 percent of the "aware" adults indicated that they believe that specific education reform is working. Only a small percentage (approximately 10 percent) believes that reform legislation is harming public education.

We found that the Southeast now embodies a strong ethic of equity in its beliefs that economic disparity conditions educational opportunity. About 80 percent of these respondents from across the region supported the notions that per-pupil expenditures should be equal across districts and that local wealth should be unrelated to the expenditures in a school district.

Most believed that the new tougher academic standards created by education reform programs will not discourage students from poor families but will, instead, serve to motivate them. However, a significant proportion (36 percent) disagreed, believing that these increased academic standards will discourage such disadvantaged students. This disagreement does not seem to be divided along income or racial lines as we observed no demonstrable patterns when comparing the response of these two social groups.

When we examined two aspects of policies leading to the development of an equity-funding concept, clear directives from the public appear. The first policy element involved whether to "cap-off" the expenditure ceiling of presently high-spending districts or create a "safety-net" for low-spending districts by raising them to a prescribed minimum expenditure level. Adults in the Southeast seem to clearly indicate that restricting excellence in the form of expenditure ceilings should not be practiced but that there should be a safety-net raising low-spending districts up to a prescribed minimum. Only small differences by race and income were observed in this mandate. The second element involved a specific plan for creating an equity-based funding formula, including both a minimum "effort" in local property tax rates and a "safety-net" of state-supported, minimum per-pupil expenditures. The strong support for this plan (about 90 percent favor it) suggests that the public is very much in favor of some plan for guaranteeing equity in the funding strategies used for financing local school districts.

Chapter Four

EDUCATION'S STANDING AMONG OTHER PUBLIC SERVICES

One of the major problems facing the financing of education reform is the competition among public services due to tight state and local budgets. How does education fare relative to other public services? Education tends to dominate the appropriated state budgets of many states. Does this tend to reflect public sentiment toward public service delivery? Frequently, primary and secondary education competes with higher education for what some legislators view as a unitary "education dollar". How does the public rate the relative needs of K-12 and higher education? As state coffers are depleted by growing requests, financial crisis loom on the horizon in many states. During a fiscal crisis, should programs and services be reduced or should taxes be increased? Politically, the latter is always very difficult for legislatures; but reducing programs and services tends to amount to an under-investment in the long-term future of a state. Because either policy reflects a value choice in the interests of the public, what decision would they make in a crisis situation?

In this chapter, we report on data which shed light on how education stands among other publicly funded services in the Southeast. While the primary focus is on primary and secondary education, we use higher education as a key benchmark to judge how the "education dollar" fares in the minds of the citizenry. How the public would respond to crisis management situations (i.e., cutting programs versus raising taxes) also is examined with surprising results.

SPENDING PRIORITIES OF THE PUBLIC

Incorporating a protocol that has been widely used in other social surveys, we asked respondents to indicate if "more," "less," or "about the same" should be spent on fourteen public services.[10] These services include:

A. Programs for the poor
B. Public grade schools and high schools
C. Streets and highways
D. Police forces
E. Public colleges and universities
F. Health care and hospitals
G. Industrial growth and development
H. Parks and recreation
I. Public libraries

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[10] During the survey, the list was randomized for each respondent in order to reduce a "response-set" bias (see Sudman and Bradburn, 1987). The full text of the item is shown in Appendix A (see variables **WELFARE** through **DAYCARE**).

J. Local fire protection services
K. Junior and community colleges
L. Jail and prison facilities
M. Sanitation and garbage collection
N. Child daycare facilities

The results are displayed in percentages in Figure 4.1. **Public schools are clearly the top priority for a budget increase.** As can be seen in this chart, 78 percent of the respondents rated public schools (K-12) as being in need of a greater budget allocation. Primary and secondary schools are followed by welfare (67 percent), health (65 percent), and daycare (63 percent). After this group, other services -- including senior colleges or universities and community colleges -- tend to plateau into a 50 percent-range priority rating. Recreation and garbage fall below the 50 percent level and bring up the rear of this set of public services. These results tend to provide a public mandate for the priority of primary and secondary school funding.

There are slight variations in this high rating of public schools but none that tend to jeopardize their top ranking. Out of the set of cross tabulations that were performed in each public opinion item, those for income, housing status, and likely voter status are included here.[11] Higher income respondents were in favor of increased budgets for public schools (see Figure 4.2) and lower income respondents were favorable to maintaining present budget levels. Since property owners face a potential risk of increased taxes when school budgets are on the rise, the results shown in Figure 4.3 are intriguing. Preference for public school budgeting does not differ much between those who own their present housing and those who do not own. Turning to other political aspects of the budget allocation process, Figure 4.4 shows that those who are most likely to vote in the next election are about 8 percent more in favor of increased school budgets than unlikely voters.

It often appears that primary and secondary education competes with higher education for a unitary "education dollar" that is implicitly allocated by legislatures on a default basis. The implication of this procedure is that any major shifts in the requested budget of either jeopardizes the request of the other.[12] Given this tendency, especially during austere fiscal times, it is important to know the relative priorities of the public in such value-based trade-offs. Figure 4.5 expands upon Figure 4.1 by including all of the response categories for each educational sector in a single display. Primary and secondary schools receive about a 20 percent greater priority level than senior colleges and universities for increased budgeting. This gap grows to about 25 percent when compared to junior or community colleges. Far fewer respondents would opt for maintenance or "no-increase" budgets for K-12 schools. Almost none of these respondents would have primary and secondary school budgets reduced from their present levels. Although slightly more would reduce current spending levels of junior- or senior-level colleges, this option is small in absolute terms for the latter as well. Thus, in a direct comparison of the public priorities for the "education dollar," the primary and secondary sector of public education emerges as having greater priority for budgetary increases than does either level of higher education.

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[11] The interested reader may consult Appendix B, Tables B37 through B51, for detailed cross tabulation results pertaining to the support for public school expenditures (**PUBSCH**) variable.

[12] An example of this occurred in the state of Mississippi during the 1987-88 legislative session. Often heard in the press was the position that the "teacher pay raise" request, advocated by newly elected Governor Ray Mabus, would "rob" the request by the Institutes of Higher Learning (College Board of Trustees) for faculty salary increases, building improvements, etc. Whether this behind-the-scenes posturing did, in fact, occur is not known by this writer but does provide an illustration of how this procedure is commonly perceived.

The priority of budget hikes for public K-12 schools varies noticeably across the Southeast. Figure 4.6 contains a map display of the percent that prefers an increase for public schools. Mississippi leads the region with an 81 percent priority rating, followed closely by Alabama (79.6 percent). Florida (73.6 percent) and Georgia (73.7 percent) fall behind the two leaders. The final two states are South Carolina (70.4 percent) and North Carolina (68.8 percent). The differences among these states are not extremely large, but they are large enough to suggest different relative priorities throughout the region.[13]

Whenever budgets tighten, program cutbacks and budget retrenchment appear. In Figure 4.7, we present what in public opinion would amount to a priority-ordered recommendation of budget recisions. We preface this discussion by emphasizing the vertical axis of this graph. The absolute percentage levels of all of these responses is very small in comparison to those contained in Figure 4.1 (for budget increases). Thus, these recommendations for cuts pale in comparison to the recommendations for increases.

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[13] Why these states differ is less directly accessible with this single, cross-sectional survey. The reason could be that the higher priorities for budget increases in Mississippi and Alabama reflect traditionally lower expenditure patterns in these states in comparison to their neighboring states. Correspondingly, others may view education increases as a lower priority because of typically higher levels of expenditures. We investigated this pattern by obtaining the latest data available through the U.S. Department of Education, Office of Education Research and Improvements' on-line bulletin-board service. These data, for the period 1982-3, reflect per-capita expenditures on elementary and secondary education (see U.S. Department of Education, 1984 a, b). By state, they are: Alabama ($648.24), Florida ($564.86), Georgia ($579.67), Mississippi ($551.63), North Carolina ($622.32), and South Carolina ($605.13). The relationship between these expenditure levels and the data shown in Figure 4.6 do not bear out this simplistic interpretation. We reiterate the need for longitudinal information with which an understanding of these important public policy phenomena can be made closer at hand.

With this proviso, there with several important facts contained in this chart. One is that public K-12 schools rate fire protection as a basic "uncuttable" public service. Only about 2 percent of these respondents believes that the budgets of these two public services should be reduced.[14]

Secondly, it is surprising that industrial growth and development, which is advocated by virtually all governors in the region, is the second leading candidate for budgetary recision. Given the linkage of education to economic development, such a finding bears closer scrutiny through research more clearly focused upon that topic. However, we should note that this public service receives a vote for a budget increase from more than 50 percent of the survey respondents (see Figure 4.1) while being recommended for a cutback by only about 12 percent of them.

CRISIS MANAGEMENT: RAISE TAXES OR CUT PROGRAMS AND SERVICES?

The data presented above could be criticized as being fantasy-based instead of reality-based. It could be argued that the priority rating obtained through the protocol used to collect the data described above did not force survey respondents to balance their budget recommendations. As a result, this position would suggest that these public recommendations amount to a wish list. In light of this argument, we attempted to assess the public's views under more of a close-ended budgetary situation. Respondents were asked which of two strategies they would choose "if the state doesn't have enough money in the next year or two to meet its budget." Volunteered responses for "both" and "cut waste in management" also were recorded but were not directly given as response options.

There is a clear split decision as shown in Figure 4.8. About equal fractions would opt for cutting programs and services (41.3 percent) and raising taxes (45.2 percent) in a budget crisis. Few are decisive. About 5 percent would do both, and 9 percent would attempt to cut waste in management.

The patterns of variation in the responses to this crisis management item vary significantly by age. Figure 4.9 shows that the older the respondent, the less he or she would advocate a tax increase. As age increases, there is a corresponding increase in the volunteered response for a cut of waste in management. This response reaches the 20 percent level among the elderly (65 and over) group. There is not much variation by age in the preference for program cutbacks.

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[14] Another observation is that prisons are possibly the most likely candidates for cuts in public services. At a time when prison populations are growing faster than jails can be effectively constructed, the stigma of crime and the cost of the criminal justice system appears rather prominently on this financial barometer of public service worth. We suspect that this criminal justice system, the nebulous term "prison" may not connote a precise enough description of this public service to yield more useful public opinion data.

Property owners face a greater financial risk by advocating a tax increase, but this does not seem to affect their responses. As shown in Figure 4.10, respondents who own housing are only slightly less likely (about 5 percent) than non-owners to advocate a tax increase. There are no differences between these two groups in recommending program cuts.

Dealing with public finance crisis is often part of the political platforms of candidates for public office. It is part of the ongoing political script of contemporary political parties. Shown in Figure 4.11 is a breakdown of crisis management policy by the political party of the respondent. Here we see the most evident patterns of variation in this public opinion item. Democrats are more likely to prefer a tax hike over cutting programs and services (52 percent versus 38 percent). Republicans, by comparison, are more evenly split between these two approaches (42 percent versus 48 percent). Those few identifying with "other" parties tend to more clearly advocate program cuts over a tax increase (53 percent versus 29 percent).

Variations around the region are presented in Figures 4.12 and 4.13, respectively, for tax increases and program cuts. Some notable patterns are evident when comparing these map displays. In Alabama (47.7 percent versus 36.3 percent), Florida (52 percent versus 36 percent), and Mississippi (44.5 percent versus 38.7 percent), the preferred crisis management policy would be a tax increase. This is particularly true for Florida. In North Carolina (46.8 percent versus 42.1 percent) and South Carolina (47.2 percent versus 39.7 percent), the preferred crisis management policy would be to cut programs. In Georgia (45.1 percent versus 43.1 percent), there is no clear choice between these two options.

SUMMARY

The spending priorities of the public and how budget crisis should be managed were the foci of this chapter. We presented data that showed that public schools (K-12) are the top priorities for budget increases. This preference appeared across all major social and demographic groups, even those with a financial liability regarding it (e.g., homeowners). Very few people in our survey of the Southeast advocated a budget cut for public schools. The magnitude of this priority varied somewhat from Mississippi (81 percent) and Alabama (80 percent) to South Carolina (74 percent) and North Carolina (69 percent). When primary and secondary schools compete for a legislatively postured "education dollar," they claim the clear priority for budget increases over higher education.

Prisons receive the top recommendation for a budget cut although the strength of this finding is not very large (about 17 percent).

A split decision was evident in the preferred style for handling a state-level budget crisis situation. About equally strong endorsements were made for raising taxes (45 percent) and making cuts in programs and services (41 percent). Few were undecided on this issue. Significant variations were observed for age and political party identification. Older respondents were less favorable of a tax increase. This does not reflect property-ownership status because there were very few differences between owners and non-owners on this issue. Democrats were more in favor of tax hikes than program cuts while republicans were about equally divided between the two policies. Some states, most noticeably Alabama, Florida, and Mississippi, have stronger endorsements than other states for a tax hike rather than retrenchment in service delivery under a budget crisis scenario. This is particularly true for the state of Florida. South Carolina is the only state showing a clear preference for tax cuts.

These findings tend to depict the Southeast as being very positive toward public education. The results shown here indicate a clear priority for primary and secondary education in the budget process. This mandate does not seem to vary substantially across the major social conditions and demographics in the region. Under the budget crisis scenarios faced by many of these states in the recent past, the public opts for either a tax hike or a retrenchment in programs and services. However, judging from the data described in the initial portion of the chapter, a cut in public education is not one of the candidates for retrenchment.

Chapter Five

FINANCING EDUCATION REFORM:
TAXES, SOURCES, AND PRIORITIES

What is commonly called the bottom line, the financial resources necessary to accomplish some task, has in many ways become the driving force in current education reform programs. These reform initiatives are now threatened with stalling in their tracks by a lack of adequate funding. We have described elsewhere the funding patterns in the South regarding education reform (see Howell and Wells, 1987: 3-5). Alan Odden's recent work (1984, 1986), shows that when adjusted for inflation and student population characteristics, the increases in educational expenditures in the southern region shrink below what is commonly accepted as a minimum expenditure level for reform initiatives to be effective.[15]

In this chapter, we provide data that continue to support a theme of Chapter Four, that those in the Southeast strongly support public education by wanting it to be adequately financed. Moreover, their support is bottom line oriented, in that they appear willing to pay more for it. Some surprising evidence in favor of a tax increase to support public school districts is presented along with an estimated potential tax yield. Sources of additional school funds are delineated, ranging from the public's view of priorities in the federal-state-local partnership to ratings of specific sources of new educational funds. We conclude the chapter by profiling how the public rates new expenditure priorities in the form of specific school programs.

CURRENT TAXATION LEVELS

As discussed in a succeeding chapter, tax increases are difficult political practices. Few legislators want to be identified with them but few want to seriously curtail popular programs and services. As a result, the symbolism of a tax hike clouds the process by which new tax revenues may prevent the stalling of the education reform movement. In this survey, we sought across-the-board public input on the potential acceptability of a tax increase and at what level. Respondents were asked, "Would you say taxpayers are spending too much, too little, or about the right amount to educate students in your school district?" (see TAXESNOW in Appendix A). The results are shown in Figure 5.1.

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[15] According to Odden (1986), this figure is about a 25 percent over previous funding levels.

The objections of taxpayers toward an increase in property taxes often are heard in the mass media. Figure 5.1 shows that only about 8 percent of respondents believe that taxpayers are currently paying "too much" for school funding. Surprisingly, 41 percent say that the present tax rate for education is "too little." About 44 percent indicate that school tax rates are "about right".[16] Based upon the conventional street wisdom that "no one wants a tax hike," we find these results surprising. It is particularly surprising for a region that does not have a history of investing in public schools. As a result, we carefully scrutinized the cross tabulations of this present tax rating item for variables that might indicate a polarization on this issue.

As we found in Chapter Four, age is linked to a preference for no tax increases. There is a slight rise in the percentage of respondents who believe that current school tax rates are "too much" as age increases (from about 5 percent among 18- to 24-year-olds to 12 percent among the elderly). There is a substantial age-related decline in the percentage that believes that current tax rates are "too low," from about 58 percent among 18-24-year-olds to about 32 percent among the elderly. (Note, however, that even among the elderly, almost three times as many people see tax rates as too low as the number that perceives them to be too high.)

A greater tax liability for homeowners logically would make housing status a key correlate of present tax rate satisfaction. However, as Figure 5.3 shows, there are very few differences between owners and non-owners. The latter group is about 5 percent more favorable of a tax hike than owners, but this appears to be the only noticeable distinction between the two groups.

Annual family income also might be considered a link to present school tax rate satisfaction, but Figure 5.4 proves this untrue. There is a slight tendency for the lowest income group (less than $10,000) not to agree that the current rate is "too little" as much as the highest income group ($50,000 or more). But, this 10 percentage-point difference is not as large as one might expect.

Political action groups (PACs) that oppose tax increases can at times initiate significant political forces against tax hikes. Figure 5.5 shows that those who are most likely to vote in the next election are not very different from those who are politically inactive. Thus, these data would suggest that the observed trend toward an acceptable school tax hike might not be as likely to invoke a backlash as generally expected.

When we look at how this potential tax yield varies across the region, it is clear that there is general support for additional school funds in each state (see Figure 5.6). Support is particularly noticeable in Alabama (55.9 percent). The lowest support is in South Carolina, registering about 40 percent. In general, there is consistent strength in an acceptable school tax increase across the Southeast.

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[16] Another 7 percent indicated that they "didn't know about their current tax rate." These non-respondents are not shown in Figure 5.1 but should be noted by the interested reader.

Those respondents who felt that tax rates were "too little" were asked a follow-up question concerning how much more per year they would be willing to pay in school taxes.[17] Figure 5.7 shows that while the largest group of these individuals (about 37 percent) would not like to pay more each year, 30 percent would voluntarily pay from $1 to $99 in increased school taxes. Another 31 percent would volunteer to pay from between $100 to $999 per year while a small group (about 5 percent) would voluntarily pay $1,000 or more per year in additional school taxes. What we believe that these data show is, simply, that there is receptivity in the Southeast to school tax rate increase.

SOURCES OF SCHOOL FUNDS

The basic partnership among federal, state, and local governments to finance public education has had varying contributions by each sector over time. To gain insight into the responsibilities for school finance that the public accords to each government sector, we asked respondents which sector should contribute most to financing public schools. The results, contained in Figure 5.8, show that the public believes that the state should contribute the bulk of local school funds. **What is interesting about this graphic is that the public believes that the federal sector should have a significant role in financing local schools.** The local sector receives the lowest level of fiscal support for responsibility. In reality, the state provides the bulk of funds and is followed by local sources. The federal sector ranks third. What seems to be the most important result in this graphic is the inference that those in the Southeast believe that the federal government should have a greater fiscal responsibility for local school finance.

We also questioned respondents about who should be responsible for providing new school funds for needed educational programs (see GOVTSRCE in Appendix A for text). Rather than having a simplistic outlook on a single source for these new funds, adults in the Southeast tend to have a complex view on sources of new school finances. The results contained in Figure 5.9 dramatically indicate that new funds for schools should come from a combination of federal, state, and local sources. It seems that the public in this region accepts and recognizes federal-state-local partnership in funding local public schools.

From where should additional tax revenues for education reform programs come? Various sources exist for taxation, and we solicited the respondents' opinions on the priorities among them. Figure 5.10 shows a ranked listing of sources for new revenues to finance education reform programs. (The text of the items generating this summary graphic is contained in **MOMON1A to MOMON4B** in Appendix A.) **The two leading sources for additional school finance revenues are corporate taxes and mineral resource taxes.** The third priority source is the transfer of currently appropriated funds for highway construction and maintenance programs into education. The fourth most popular source of new school revenues is state income taxes followed closely by sales taxes. All of these sources receive 50 percent or greater ratings as being "favored" by the public. The last three sources, each receiving support for less than 50 of the respondents, are: service tax (based upon service occupations), property tax, and gasoline tax. This graphic summary suggests that new school finance revenues should be generated by assessing two large-scale sources of taxes: corporations and the wealth of the state's mineral resource exports.

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[17] This contingent question omits a total of 1,402 of 2,550 respondents (or 55 percent) in the survey. Thus, this tax yield amount is based upon about 45 percent of the total survey respondents.

Because property taxes were one of the least favored sources of new revenues, when compared to these other sources, we carefully scrutinized the cross tabulations of the set of demographic controls for the property tax item **(MOMON2)**. What we find is consistent with the analyses from other chapters. Figure 5.11 shows the breakdown of support for property taxes as a source of new school revenues by income. There is a slight trend for lower income respondents to oppose such taxes and more affluent respondents to favor it. Housing status as a control variable is shown in Figure 5.12. Non-owners are about 10 percent more in favor of property taxes than owners. Finally, likely voters are only slightly more in favor of this source than are unlikely voters (see Figure 5.13).

EXPENDITURE PRIORITIES

Where budget constraints are tight, it becomes especially important to assign priorities to programs slated for funding. The **SEIL** advisory group made recommendations concerning a set of current or prospective programs that might receive additional or initial funding. (These are labeled **EXTRA1** through **EXTRA10** in Appendix A.) When the percentage who rated each one as "very important" to receive additional funds is summarized in Figure 5.14, a single clear directive emerges. **Adults in the Southeast strongly support aggressive school funding strategies in order to keep teacher qualifications high.** About 68 percent rated this program as a "very important" recipient of new funds. The second priority of the public is to put more technology (largely computers) into classrooms. We interpret this directive as a collective sentiment of an investment in the information age of tomorrow.

Teacher Salaries. Teacher salaries are reviewed in several items. "High Pay for Quality Teachers" is the third highest rated priority but is closely followed by a "Truly Rewarding Salary Level." A "Minimum Beginning Salary" for teachers is the eighth priority for new financial resources. We might conclude that while teacher pay levels are viewed as important by the public, there are gradations of emphasis. The minimum beginning salary level is not as important as paying good teachers well. Another aspect of this priority is the notion of a "truly rewarding" salary level. This item refers to the setting of an attractive career salary ladder so that young and prospective classroom teachers can make an adequate commitment to the profession of teaching. **These two priorities -- high pay for quality teachers and a rewarding career salary ladder -- lead us to conclude that the Southeast has a commitment to improving the caliber of the teacher corps in the region.**

Non-Instructional Teacher Duties. There is little concern, however, with reducing non-instructional duties for teachers. Tasks like bus duty, hall monitoring, etc., are not viewed by these respondents as having much priority.

Only about 12 percent rated it as "very important" while 40 percent rated it explicitly as "not important" (data not shown in Figure 5.14).

School Buildings. The high cost "bricks-and-mortar" of improving school buildings received one of the lower ratings (about 28 percent). The reason may be that the public is unaware of the level of deterioration of school buildings that is present throughout the region. We cannot determine the reasons underlying this low rating but it may point to the need for local and state school boards to educate the public in the needs of this type.

Instructional Programs. Programs in this list that deal more directly with instructional activity fell into the middle-to-lower ranks in priority. Programs for the gifted and talented ranked fifth, with about 38 percent viewing them as "very important" for new funds. With a school dropout rate as high as it is in the region, the sixth ranking that those in the Southeast give it is somewhat surprising. To those involved in schools, it might be very perplexing. "Dropout Prevention" was rated as "very important" by about 37 percent of these respondents. This is about one-half of the rating received by the top priority item, "Keep Teacher Qualifications High" (67 percent). Programs to lower the dropout rate are rated only slightly ahead of reducing the size of classes. Thus, what might be called "school process" programs focused on instructional activity are of only moderate priority.

Qualifications For Teaching. The very high rating for maintaining high teacher qualification standards touches on a key dimension of education reform. Since reform deals with all aspects of school systems, the tighter standards put in place for the academic achievement of students are complemented by efforts to bolster the screening requirements for teachers. However, these efforts to monitor and provide formative evaluation information for teachers are controversial. Because of this controversy, we present several key breakdowns of the rating of this "Keep Teacher Qualifications High" item.

In Figure 5.15, race is related to the priority placed on keeping high standards for teachers. Whites are about 10 percent more likely than non-whites to view them as "very important." Non-whites are about 10 percent more likely than whites to rate teacher qualifications as "important," by contrast.

The priority given to this policy also varies by education level. Figure 5.16 illustrates this breakdown. Those with at least some college education are more likely to favor this policy as "very important" with the opposite pattern occurring in the "important" category. Few at any level of education rate high teacher standards as unimportant.

Finally, a similar pattern can be seen in Figure 5.17 for income. As annual income increases, the percentage of respondents who rate teacher standards as "very important" also increases. As with education level, the opposite trend can be identified for the "important" category with few rating it as "unimportant."

SUMMARY

In Chapter Five we focused on what may be the bottom line of education reform in the Southeast: how can these landmark initiatives be adequately financed and by whom? As the work of Alan Odden (1984, 1986) has shown, the South has fallen behind in the financial resources devoted to making massive education reform programs effective and successful. How can they be paid for, and is there the public sentiment to redirect priorities? While a single study such as this only can serve as input into the formation of public goals and policies, the results reported here do provide some clear directions for these actions.

Our results in this chapter support a theme observed in Chapter Four: at those in the Southeast strongly support public education by wanting it to be adequately financed. Moreover, their support is oriented to the bottom line in that they appear willing to pay more for public schools. Across the region, those who believe that taxpayers are currently paying "too much" for public schools total only about 8 percent. About 44 percent indicate that school tax rates are "about right." Surprisingly, a total of 41 percent say that their present tax rate for public schools is "too little." This sentiment represents an outlook on school finance that is at odds with the conventional "street-wisdom" about taxpayers in the Southeast.[18]

There were some variations in this opinion. The elderly are less in favor of a tax increase than younger people. Homeowners and the less affluent are only slightly less in favor of tax increases than those who are less wealthy. There was, however, rather broad consensus in this area.

The Southeast supports the current pattern of the state providing the major portion of public school funding. However, respondents also see a significant role being played by the federal government in this arena. The federal sector was rated second to the state when we asked survey respondents which government sector should provide the most funds for public schools. In considering sources for new school revenues, however, the public clearly believes that a combination of federal, state, and local sources should be channeled together. Thus, the public does not have a simple-minded outlook on where needed new monies will come from but realizes that new revenues will have to reflect the long-standing federal-state-local partnership.

When specific sources of new tax funds were rated and ranked according to priority, two sources emerged -- corporate taxes and mineral export taxes. More than 70 percent of residents in the Southeast favor the tapping of each of these two sources for additional revenues for public schools. A third source is the transfer of state monies currently allocated toward highway programs to education programs. It is important to note that property taxes were not rated as a high priority when they were ranked in the context of all of these sources of school revenue, providing a context for some of the results displayed in previous chapters. Even though a significant group of adults in the region say that they would be willing to pay an average of $140 per year more in public school taxes, apparently they prefer that other sources be tapped first. Slight variations in who favors these sources do occur. Those with higher incomes, those who are not homeowners, and likely voters are more in favor than others.

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[18] In fact, those respondents who would accept a school tax increase volunteered to pay an average of $140 more per year in taxes for schools. This figure was derived by computing an "average potential tax yield" for those respondents who indicated that they would be willing to pay more for public schools (e.g., the mean amount volunteered by those who indicated that present tax rates were "too low").

What are the expenditure priorities for new school revenues? We found that the priorities expressed by the public reflect a concern for educational quality. Clearly, the Southeast wants high teacher qualification standards because 70 percent believe that new funds should be spent to guarantee them. Reflecting a recognition of the growing importance of microcomputing technology for an information-oriented economy, residents of the Southeast rate putting more technology (especially computers) into classrooms as the second highest priority for new school revenues. Some school process programs, such as those for gifted and talented students, are of a lesser importance than investments in school buildings. The importance attached to dropout prevention, (ranked sixth in priority) is surprising given the magnitude of the problem throughout the region. Priorities for new educational programs are geared toward maintaining instructional quality **as embodied in the classroom teacher** and adding new technology to classrooms to ensure that their children's future will be one in which they can cope with a modern world.

Chapter Six

FINANCING EDUCATION REFORM IN THE SOUTHEAST:
THE PUBLIC IS
"PRO-EDUCATION, PRO-EQUITY, AND PRO-FINANCE"

In the preceding chapters, we have presented the results of a study that has assessed public opinion throughout the Southeast on financing education reform. After examining a number of key dimensions involving school finance, education reform, and the value choices of the public, we have concluded that the Southeast is characterized by a tripartite commitment to public education. This commitment appears to us to be decidedly "pro-education," "pro-equity," and "pro-finance," as illustrated below.

The Southeast is **pro-education** because it rates primary and secondary education the number one funding priority among public services. While general awareness of comprehensive reform packages in the region is low, the effectiveness of these programs for instituting positive change in the schools is rated very high. Schools also are viewed as getting better even though the public's "report card" ratings have Bs or Cs as grades. These grades appear very much in line with comparable national figures from a 1987 Gallup Poll.

The Southeast is **pro-equity** because it strongly believes that school districts should be equal in the financial resources devoted to the average child. The per-pupil expenditure level and the amount of local wealth present in a district should not be related to the school district in which a child happens to live, according to our survey results. Moreover, members of this region do not believe in capping off excellence, as manifested in the total amount that could be spent on local education, but clearly favors a safety-net under which no district should fall. This policy would reduce gross inequalities and promote an equity-based school funding pattern. The region appears strongly in favor of some policy guaranteeing an equity-based funding formula as the single proposal examined in our survey received a strong level of favoritism.

The Southeast is **pro-finance** because it supports a commitment to public education by wanting it financed adequately even if that requires a tax increase. In fact, we estimate that about 41 percent of the citizens of this region believe that the present local school tax rate is too low. While there is a clear commitment by individuals in the Southeast to adequate school funding, this region sees a significant role for the federal government to provide funds for local schools. Given that the region has fallen behind in the investment necessary to make education reform effective (see Odden, 1986), new revenues would preferably come from corporations and mineral export tariffs. Thus, the Southeast seems committed to some aggressive financing structure that will produce school systems that are adequately financed.

We now turn to a summary of the major findings in the study.

The Southeast views its local public schools as performing "fair" but "getting better." State-by-state comparisons show that there is very little variation in the Bs and Cs given in this report card across the region.

Public primary and secondary schools are perceived to have improved at about the same rate as institutions of higher education, but some (about 20 percent) do believe that K-12 schools are on the decline. Perceptions of recent primary and secondary school improvement, however, vary by age, education, and school status of children.

The gains made by K-12 schools and colleges and universities vary by state. More improvements are thought to have been made in the K-12 sector than in higher education in Georgia, Mississippi, and South Carolina. The opposite pattern occurs in Alabama, Florida, and North Carolina.

Accurate public awareness of comprehensive education reform legislation is low but perhaps not so low as to conclude that school reforms throughout the region have been failures. Using one measure of awareness, we estimate that only about 28 percent of adults accurately are aware of education reform programs. Awareness is greatest among the more educated and the more affluent sector of the region. When the multitude of events and everyday tasks faced by the average adult today is taken into account, these figures do not appear unreasonably low in our opinion. It does, however, leave room for further public information. There were striking differences by state in awareness, with Georgia and South Carolina leading the way by a significant margin. Alabama and Florida had the lowest levels of awareness.

We did find that those adults who are aware of education reform legislation in their states believed that these programs are having a beneficial effect on public schools. About 70 percent of the "aware" adults indicated that they believe that specific education reform is working. Only a small percentage (approximately 10 percent) believe that reform legislation is harming public education.

The Southeast now embodies a strong ethic of equity in its beliefs about economic disparity conditioning educational opportunity. About 80 percent of the respondents supported the notions that per-pupil expenditures should be equal across districts and that local wealth should be unrelated to the expenditures in a school district. Most believed that the new tougher academic standards created by education reform programs will not discourage students from poor families. Instead, they believe that tougher academic standards will serve to motivate them. However, a significant proportion (36 percent) disagreed, believing that these increased academic standards will indeed discourage such disadvantaged students. This disagreement does not seem to be divided along income or racial lines.

We examined two aspects of policies involving the development of an equity-funding process. The first involved whether to "cap off" the expenditure ceiling of presently high-spending districts or create a "safety-net" for low-spending districts by raising them to a prescribed minimum expenditure level. The Southeast clearly indicates that restricting excellence in the form of expenditure ceilings should not be practiced but that there should be a safety-net raising low-spending districts up to a prescribed minimum. The second was a specific plan for an equity-based funding formula in which both a minimum "effort" in local property tax rates and a "safety-net" of state-supported minimum per-pupil expenditures. While the strong support (about 90 percent) for this plan was striking, it really suggests that the public is very much in favor of some plan for guaranteeing equal financing of school districts.

Funding increases for public K-12 schools rate as the top priority. This preference appeared across all major social and demographic groups even among those with a financial liability regarding it, such as homeowners). This priority varied from Mississippi (81 percent) and Alabama (80 percent) to South Carolina (74 percent) and North Carolina (69 percent). Very few people in the Southeast region advocate a budget cut for public schools. When primary and secondary schools compete for what is sometimes referred to as the "education dollar," they also receive a clear priority for budget increases -- ahead of higher education.

About equally strong endorsements were made for raising taxes (45 percent) and cutting programs and services (41 percent) if a state-level budget crisis emerges. Few respondents were undecided on this issue. Some states, most noticeably Alabama, Florida, and Mississippi, have stronger endorsements of a tax hike than a retrenchment in service delivery under a potential budget crisis. This is particularly true for the state of Florida. South Carolina is the only state showing a clear preference for a tax cut.

Those who believe that taxpayers are currently paying "too much" for public schools only total about 8 percent. Surprisingly, a total of 41 percent say that their present tax rate for public schools is "too little." These respondents volunteered to pay an average of $140 more per year for schools in taxes. This sentiment represents an outlook on school finance that is at odds with the conventional "street wisdom" about taxpayers in the Southeast.

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Appendix A.

Survey Methodology and Instrumentation

Survey Methodology

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The data for this study were collected by personnel of the Survey Research Unit, a division of the Social Science Research Center at Mississippi State University. After refining and pre-testing the questionnaire, interviews averaging about 20 minutes each were completed by 2,550 respondents between November 9 and December 22, 1987.

Households where respondents were interviewed were selected in each of the six southeastern states via a two-stage random digit dialing process. First, for each state, a set of active n_{xx} (central office codes) numbers were randomly selected (if a state had more than one area code, n_{xx} numbers were chosen for each area code). Next, four randomly generated digits were added to the end of the n_{xx} number. Each interviewer dialed a number generated in this manner. If someone answered the telephone the interview, was conducted after the interviewer asked for either the male or female head of the household.

After completing the interview, the interviewer selected another randomly selected number in the same bank. Each bank was restricted so that the last two digits of the number varied from 00 to 99. No more than eight interviews were to be completed in each bank of 100 numbers. (A n_{xx} may have several active banks because the first two digits in the number were fixed for each bank.) If another household was reached when calling the second number, an interview was conducted. If a number was that of a business or was not connected, another number was selected. (In a selected bank, if three calls in a row rang in businesses or were disconnected numbers, the bank was considered a business bank or not active and replaced.)

Active no answer numbers were called up to four times before replacement. Call backs were attempted if a time could be arranged within the time limits of the study. Except for scheduled call backs, all interviews were completed by the respondents between 5 p.m. and 10 p.m. on weekdays, 8 a.m. and 10 p.m. on Saturdays, and 1 p.m. and 10 p.m. on Sundays.

Table 1 contains the results of the random digit dialing procedure for active banks in which interviews were completed. A minimum of 416 interviews were completed within each state yielding a maximum (binomial) standard error of 7 percent for any given state and an overall maximum standard error of 3 percent for the total sample (with alpha error at .05 level).

Table 1. Telephone Survey Results by State

State	Number of:			
	N_{xx} Banks	Completed	Call Backs	Refusals
AL	107	427	58	141
FL	144	429	106	177
GA	136	430	63	133
MS	105	429	84	126
NC	110	416	76	196
SC	98	419	106	109
Total	700	2,550	493	882

The final data set consists of an average of 3.6 completed interviews in 700 n_{xx} numbers in the six states (See Table 1) included in this study. Of the total number of interviews attempted (3,925) in 700 n_{xx} numbers, 12.6 percent (493) ended in call backs which could not be completed within the time limit of the study, and 22.5 percent (882) were refusals [not interested, too busy, etc.]. The call back and refusal rates were no doubt affected by the holiday activities that potential respondents were engaged in at the time of the study, the short time frame within which the study had to be completed, and the contract restriction excluding the hiring of several regular Survey Research Unit interviewers (a federal restriction that did not allow overtime payment for full-time university employees).

FINANCING EDUCATION REFORM IN THE SOUTHEAST SURVEY

INSTRUMENT

NOTE: Variable names used elsewhere in this report are shown in **boldface** and in parentheses at the left of each appropriate item.

Section I: GENERAL GOVERNMENT QUALITY

I.1 "As you know, most of the money government spends comes from the taxes you and others pay. For each of the following, please tell me whether you think state and local government here in <state> should be spending more, less, or about the same as now. How about ____________ (Randomize): (repeat as necessary) Should more, less, or about the same be spent?"

			More	Less	Same
(WELFARE)	A.	Programs for the poor			
(PUBSCH)	B.	Public grade schools and high schools			
(ROADS)	C.	Streets and highways			
(POLICE)	D.	Police forces			
(COLLEGE)	E.	Public colleges and universities			
(HEALTH)	F.	Health care and hospitals			
(DEVELOP)	G.	Industrial growth and development			
(RECREATE)	H.	Parks and recreation			
(LIBRARY)	I.	Public libraries			
(FIRE)	J.	Local fire protection services			
(JRCOLL)	K.	Junior community colleges			
(PRISON)	L.	Jail and prison facilities			
(GARBAGE)	M.	Sanitation and garbage collection			
(DAYCARE)	N.	Child day-care facilities			

(NOMONEY)
I.2 "If the state doesn't have enough money in the next year or two to meet its budget, would you be in favor of:

A. Increasing taxes
B. Reducing government programs and services
C. (DO NOT READ) Both
D. (DO NOT READ) Cutting waste and mismanagement
E. (DO NOT READ) Don't know

Section II: SCHOOL QUALITY

(SCHGRADE)
II.1 "Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the public schools in your community?"

A
B
C
D
Fail
Don't know

II.2 "Let me ask you some questions about improvement in public school education in <state>. Please tell me if you would rate each of the following as getting better, staying about the same or getting worse."

		Getting Better	Stay the Same	Getting Worse	Don't Know
(K-12IMP)	a. Your local public school system, kindergarten through twelfth grade				
(COLLIMP)	b. <state's> four-year colleges universities				

Section III: KNOWLEDGE OF EDUCATION REFORM

(EDREFORM)
III.1 "Has there been an education reform program passed by the legislature during the past 5 years in (your state)?" Note: Use "school improvement" phrase instead of "education reform" in AL; however, in GA, use "Quality Basic Education" (or QBE); in NC, use "Basic Education Plan" (or BEP); in SC, use "Education Improvement Act" (or EIA).

Yes
No
Not Sure

(ERAHELP)
(If "Yes") "Do you believe that this education reform legislation has helped or hurt the quality of the public schools in this community?"

Has helped
Has hurt
Has had no effect

(RAISEACH)
III.2 "Do you think that raising achievement standards will encourage students from poor backgrounds to do better in school, or will it cause them to become discouraged or to drop out?"

Yes, encourage
No, discourage
Don't know

(EQUALEXP)
III.3 "Do you strongly agree, agree, disagree or strongly disagree that all school districts in <state> should have the same amount of money to spend per child for books, building, salaries and so on?"

Strongly agree
Agree
Disagree
Strongly disagree
Don't know

(LIMITHI)
III.4 "In order to make spending per child more equal, would you prefer to limit spending levels in high-spending school districts or to give more money to low-spending school districts?"

Limit spending in high-spending districts
Give more to low-spending districts
Don't know

(EDWEALTH)
III.5 "Presently school districts in wealthy communities are able to raise much higher revenues per child because property tax raises more money per child. Do you strongly agree, agree, disagree or strongly disagree that the level of spending for a child's education should be related to the wealth of his/her parents and neighbors?"

Strongly agree
Agree
Disagree
Strongly disagree
Don't know

III.6 "If the state chooses to raise money from some source to aid poor school districts, would you favor or oppose:

			Favor	Oppose	Don't Know
(MOMON1A) **(MOMON1B)**	**A.**	increasing the state income tax (or beginning a state income tax)?			
(MOMON5)	**B.**	increasing gasoline tax?			
(MOMON6)	C.	taxing mineral resources shipped outside the state?			
(MOMON7)	D.	increasing state taxes on corporations?			
(MOMON8)	E.	transferring state money from building new highways to aiding school districts?			
(MOMON2)	F.	increasing property taxes?			
(MOMON3)	G.	increasing sales tax?			
(MOMON4A) **(MOMON4B)**	H.	starting (or increasing) tax for people in service occupations such as plumbers and doctors?			

(MINPROP)
III.7 "How would you feel about each school district in <state> having a minimum property tax and the state giving the poor districts enough money so that they have at least the minimum per student expenditure considered adequate to educate a child? Do you think this is highly desirable, somewhat desirable, somewhat undesirable, or high undesirable?

A. Highly desirable
B. Somewhat desirable
C. Somewhat undesirable
D. Highly undesirable
E. Don't know

Section IV: ATTITUDES TOWARD TAXES

(TAXESNOW)
IV.1 "Would you say taxpayers are spending too much, too little, or about the right amount to educate students in your school district?"

Too much
Too little
About right
Don't know (No opinion)

(TAXHIKE)
IV.2 "If the state chooses to aid poor school districts by increasing the state income tax, how much more would you be willing to pay a year?"

<enter nearest dollar amount>

(GOVTSRCE)
IV.3 "If more money is needed in the next few years for education, should additional funds come from the federal, state,or local government, or some combination of these?"

A. Federal government
B. State government
C. Local government
D. A combination of federal, state, and local

(CONTRIB)
IV.4 "In general, should the local, state, or federal level of government contribute the most to financing public schools?"

A. Local
B. State
C. Federal
D. Don't Know
E. Refused

Section V: PRIORITIES FOR SCHOOLS

V.1 "<state> has limited funds to spend on educational programs. I'd like you to tell me whether certain programs are important enough to receive extra money. Please rate the following as very important, somewhat important, or not important in terms of receiving extra money from the state."

(Randomize items)			VI	SI	NI	DK
(EXTRA1)	**A.**	Increasing the minimum beginning salary for public school teachers				
(EXTRA2)	**B.**	Dropout prevention				
(EXTRA3)	**C.**	Reducing non-instructional duties such as bus duty and hall monitor for teachers				
(EXTRA4)	**D.**	Increasing the use of technology such as computers in public school classrooms				
(EXTRA5)	**E.**	Creating a salary high enough to truly reward the best public school teachers after 20 years of service				
(EXTRA7)	**F.**	Providing programs for gifted and talented students				
(EXTRA8)	**G.**	Better school buildings				
(EXTRA6)	**H.**	Reducing the size of classes in schools				
(EXTRA9)	**I.**	Paying teachers more money to attract top quality people and keep them teaching				
(EXTRA10)	**J.**	Keeping teacher qualification standards high in <state>				

Section VI: DEMOGRAPHICS & CONTROLS

(SEX)
VI.1 "What is your sex?"

A. Male
B. Female

(RACE)
VI.2 "What race or ethnic group do you consider yourself to be a member of?"

A. White
B. Black
C. Hispanic
D. Other

(AGE)
VI.3 "How old are you?"

Code month, year; compute AGE from year of survey - date of birth

(EDUC)
VI.4 "What is the last grade in school that you completed?"

Code actual grade; e.g., 3rd grade, 12th grade, etc. If college, code year completed; sophomore, associate degree, senior, etc. If graduate or professional school, code degree received (e.g., master's degree, law degree, Ph.D., etc.)

(MARITAL)
VI.5 "Are you currently -- married, widowed, divorced, separated, or single?"

A. Currently married
B. Widowed
C. Divorced
D. Currently separated
E. Never married

(INCOME)
VI.6 "In which category did your total family income, from all sources, fall last year before taxes? Just stop me when I am on the right income level:

A. Under $5,000
B. Between $5,000 and $10,000
C. Between $10,000 and $15,000
D. Between $15,000 and $20,000
E. Between $20,000 and $25,000
F. Between $25,000 and $30,000
G. Between $30,000 and $50,000
H. Between $50,000 and $75,000
I. Over $75,000
J. Refused

(RESID)
VI.7 "Just stop me when I best describe the place where you live."

A. On a farm
B. In a rural area outside of town
C. In a town of less than 2,500 people
D. In a city of 2,500 to 10,000 people
E. In a city of 10,000 to 50,000 people
F. In a city of 50,000 to 100,000 people
G. In a city of more than 100,000 people
H. Other

(INYEARS)
VI.8 "How many years have you lived in (state)?"

Code actual number of years.

(EMPLOY)
VI.9 "Last week were you working full time, part time, going to school, keeping house, or what?"

A. Working full time
B. Working part time
C. With a job, but not at work because of temporary illness, vacation, or strike
D. Unemployed, laid off, looking for work
E. Retired
F. In school
G. Keeping house
H. Other

(IF "WORKING FULL TIME" OR "WORKING PART TIME," ask:)

(OCC)
"What kind of work do you do? That is, what is your job called?"

Code actual job title (try to probe for specific title)

(KIDS)
VI.10 "Do you have any children?"

A. Yes
B. No
C. Refused

(KIDSCH)
VI.11 [If "yes" above] "Are any of your children in elementary or high school at this time?"

A. Yes, elementary school
B. Yes, high school
C. Yes, both
D. No
E. No children

(IF YES, ask:)

(KIDTYPE)
VI.12 "Is your child (are your children) in public school or private school?"

A. Public
B. Private
C. Both (multiple children in school)

(HHSIZE)
VI.13 "Including unrelated adults, babies, and children, how many people currently live in your household?"

Code actual number

(PARTY)
VI.14 "Generally speaking, do you consider yourself a democrat, republican, independent, or what?"

A. Democrat
B. Republican
C. Independent
D. Other

(POLITICS)
VI.15 "Do you think of yourself as politically: liberal; slightly liberal; moderate or middle-of-the-road; slightly conservative; or conservative?"

A. Liberal
B. Slightly liberal
C. Moderate, middle-of-the-road
D. Slightly conservative
E. Conservative

(HOUSING)
VI.16 "Are your living quarters owned or being bought by someone in your household, being rented for cash money, or being occupied without payment of cash rent?"

A. Owned or being bought
B. Rented for cash rent
C. Occupied without cash payment

(ELECTINT)

VI.17 "Are you very interested, interested, or not at all interested in the coming presidential election?"

A. Very interested
B. Somewhat
C. A little
D. Not at all interested

(VOTEPROB)

VI.18 "Will you definitely vote, probably vote, probably not vote, or definitely not vote in the next presidential and senatorial election?

A. Definitely will vote
B. Probably will vote
C. Probably will not
D. Definitely will not vote
E. Don't know

<End of Interview>

APPENDIX B.

Supplementary Tables

Table B1. Public School Report Card Grade (SCHGRADE)
By Respondent's Age in Years (AGE)

	AGE					
	18-24	25-34	35-50	51-64	65+	
SCHGRADE						
A	9.6%	12.8%	14.6%	16.3%	13.2%	
B	36.4%	35.2%	34.7%	35.3%	37.0%	
C	32.6%	32.6%	33.0%	25.2%	21.9%	
D	12.6%	10.3%	9.6%	4.7%	5.3%	
Failed	4.2%	2.5%	4.2%	3.3%	.4%	
Don't Know	4.6	6.6%	4.0%	15.2%	22.3%	
Total Column	100% (239)	100% (671)	100% (883)	100% (448)	100% (265)	100% (2506)

Chi-Square	D.F.	Significance
158.83606	20	.0000

Gamma= .00238

Number of Missing Observations = 44

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B2. Public School Report Card Grade (SCHGRADE)
By Respondent's Education (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
SCHGRADE					
A	19.9%	12.3%	9.6%	15.4%	
B	32.0%	36.5%	37.2%	34.1%	
C	24.6%	30.6%	33.0%	31.0%	
D	4.5%	9.6%	8.8%	10.1%	
Failed	3.5%	3.2%	3.8%	2.3%	
Don't Know	15.6%	7.7%	7.6%	7.0%	
Total Column	100% (403)	100% (852)	100% (581)	100% (683)	100% (2519)

Chi-Square	D.F.	Significance
67.95841	15	.0000

Gamma= -.00144

Number of Missing Observations = 31

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B3. Public School (K-12) Improvement (K-12IMP) By Respondent's Age in Years (AGE)

	AGE					
	18-24	25-34	35-50	51-64	65+	
K-12IMP						
Getting Better	43.5%	42.1%	41.9%	33.9%	36.2%	
Staying About the Same	31.0%	32.4%	32.9%	33.4%	30.9%	
Getting Worse	18.8%	17.3%	20.0%	19.4%	15.5%	
Don't Know	6.7%	8.2%	5.2%	13.4%	17.4%	
Total Column	100% (239)	100% (672)	100% (884)	100% (449)	100% (265)	100% (2509)

Chi-Square	D.F.	Significance
57.79209	12	.0000

Gamma= .08915

Number of Missing Observations = 41

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B4. Public School (K-12) Improvement (K-12IMP) By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
K-12IMP					
Getting Better	31.8%	40.0%	41.8%	43.4%	
Staying About the Same	35.2%	32.9%	32.8%	30.0%	
Getting Worse	18.1%	19.6%	17.7%	18.1%	
Don't Know	14.9%	7.5%	7.7%	8.5%	
Total Column	100% (403)	100% (853)	100% (582)	100% (684)	100% (2522)

Chi-Square	D.F.	Significance
31.34375	9	.0003

Gamma= -.08188

Number of Missing Observations = 28

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B5. Public School (K-12) Improvement (K-12IMP)
By Respondent's Housing (**HOUSING**)

	HOUSING		
	Owned	Non-owned	
K-12IMP			
Getting Better	41.6%	34.8%	
Staying About the same	31.9%	34.6%	
Getting Worse	18.1%	19.7%	
Don't Know	8.5%	10.8%	
Total Column	100% (1915)	100% (583)	100% (2498)

Chi-Square	D.F.	Significance
9.51756	3	.0231

Gamma= .10830

Number of Missing Observations = 52

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B6. Public School (K-12) Improvement (K-12IMP)
By Number of Respondent's Children in School (SCHKIDS)

	SCHKIDS			
	Public	Private	No	
K-12IMP				
Getting Better	46.0%	32.1%	36.9%	
Staying About the Same	33.4%	27.7%	32.4%	
Getting Worse	17.9%	32.1%	18.0%	
Don't Know	2.7%	8.0%	12.7%	
Total Column	100% (867)	100% (112)	100% (1567)	100% (2546)

Chi-Square	D.F.	Significance
88.16011	6	.0000

Gamma= .18338

Number of Missing Observations = 4

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B7. Public School (K-12) Improvement (K-12IMP) By Respondent's Residence (RESID)

	RESID						
	Farm	Rural Area	Town < 10K	City 10K-50K	City 50K-100K	City 100K+	
K-12IMP							
Getting Better	37.4%	41.7%	42.6%	43.2%	35.1%	34.8%	
Staying About the Same	33.5%	33.0%	33.7%	30.1%	36.0%	29.9%	
Getting Worse	24.5%	16.4%	16.9%	18.4%	16.6%	23.6%	
Don't Know	4.5%	8.9%	6.8%	8.3%	12.3%	11.7%	
Total Column	100% (155)	100% (852)	100% (472)	100% (396)	100% (211)	100% (385)	100% (2471)

Chi-Square	D.F.	Significance
32.73033	15	.0051

Gamma= .05718

Number of Missing Observations = 79

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B8. Public School (K-12) Improvement (K-12IMP)
By Household Size (HHSIZE)

	HHSIZE				
	One	Two	Three	Four +	
K-12IMP					
Getting Better	32.8%	39.9%	40.1%	43.3%	
Staying About	33.6%	31.9%	34.4%	31.6%	
Getting Worse	18.2%	16.4%	18.3%	20.3%	
Don't Know	15.4%	11.8%	7.2%	4.8%	
Total Column	100% (357)	100% (755)	100% (541)	100% (852)	100% (2505)

Chi-Square	D.F.	Significance
52.88492	9	.0000

Gamma= -.09872

Number of Missing Observations = 45

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B9. Public School (K-12) Improvement (K-12IMP)
By Respondent's Likelihood to Vote (VOTER)

	VOTER		
	No	Yes	
K-12IMP			
Getting Better	31.6%	41.6%	
Staying About the Same	33.2%	32.4%	
Getting Worse	20.2%	18.2%	
Don't Know	15.0%	7.8%	
Total Column	100% (446)	100% (2100)	100% (2546)

Chi-Square	D.F.	Significance
31.07084	3	.0000

Gamma= -.19473

Number of Missing Observations = 4

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B10. College-University Improvement (COLLIMP) By Respondent's Sex (SEX)

	SEX		
	Male	**Female**	
COLLIMP			
Getting Better	42.4%	35.7%	
Staying About the Same	35.8%	34.9%	
Getting Worse	7.7%	6.5%	
Don't Know	14.2%	23.0%	
Total Column	100% (989)	100% (1542)	100% (2531)

Chi-Square	D.F.	Significance
32.36189	3	.0000

Gamma= .15240

Number of Missing Observations = 19

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B11. College-University Improvement (COLLIMP) By Respondent's Age in Years (AGE)

	AGE					
	18-24	25-34	35-50	51-64	65+	
COLLIMP						
Getting Better	47.7%	36.5%	40.5%	34.7%	32.8%	
Staying About the Same	35.1%	38.7%	35.7%	33.4%	29.8%	
Getting Worse	6.7%	5.8%	7.2%	7.6%	7.5%	
Don't Know	10.5%	19.0%	16.5%	24.3%	29.8%	
Total Column	100% (239)	100% (672)	100% (883)	100% (449)	100% (265)	100% (2508)

Chi-Square	D.F.	Significance
51.44560	12	.0000

Gamma= .10493

Number of Missing Observations = 42

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B12. College-University Improvement (COLLIMP) By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
COLLIMP					
Getting Better	27.0%	32.7%	43.2%	47.8%	
Staying About the Same	32.5%	36.3%	35.8%	34.9%	
Getting Worse	5.7%	6.6%	8.1%	7.2%	
Don't Know	34.7%	24.4%	12.9%	10.1%	
Total Column	100% (403)	100% (853)	100% (581)	100% (684)	100% (2521)

Chi-Square	D.F.	Significance
145.85088	9	.0000

Gamma= -.25091

Number of Missing Observations = 29

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B13. College-University Improvement (COLLIMP)
By Respondent's Family Income (INCOME)

	INCOME					
	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
COLLIMP						
Getting Better	36.3%	34.9%	40.0%	41.8%	45.5%	
Staying About the Same	35.4%	37.1%	35.2%	36.5%	34.7%	
Getting Worse	6.5%	6.6%	6.7%	5.4%	8.9%	
Don't Know	21.8%	21.3%	18.1%	16.3%	10.8%	
Total Column	100% (325)	100% (544)	100% (563)	100% (502)	100% (314)	100% (2248)

Chi-Square	D.F.	Significance
27.26459	12	.0071

Gamma= -.09856

Number of Missing Observations = 302

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B14. College-University Improvement (COLLIMP)
By Respondent's Employment Status (EMPLOY)

	EMPLOY						
	Full time	Part time	Retired	Student	Homemaker	Other	
COLLIMP							
Getting Better	41.2%	37.5%	32.7%	58.6%	28.5%	31.6%	
Staying About	35.6%	33.9%	30.4%	30.3%	38.7%	41.1%	
Getting Worse	6.6%	6.8%	8.3%	9.1%	5.5%	8.4%	
Don't Know	16.6%	21.9%	28.7%	2.0%	27.3%	18.9%	
Total Column	100% (1465)	100% (192)	100% (303)	100% (99)	100% (362)	100% (95)	100% (2516)

Chi-Square	D.F.	Significance
81.69250	15	.0000

Gamma= .12077

Number of Missing Observations = 34

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B15. College-University Improvement (COLLIMP)
By Respondent's Marital Status (MARITAL)

	MARITAL			
	Married	*Previously Married	Single	
COLLIMP				
Getting Better	37.2%	35.1%	48.3%	
Staying About the Same	35.9%	34.0%	34.2%	
Getting Worse	6.4%	7.5%	8.5%	
Don't Know	20.5%	23.4%	9.0%	
Total Column	100% (1714)	100% (453)	100% (354)	100% (2521)

Chi-Square	D.F.	Significance
38.03520	6	.0000

Gamma= -.08729

Number of Missing Observations = 29

* Includes: Divorced, Separated, Widowed

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B16. College-University Improvement (COLLIMP) By Respondent's Likelihood to Vote (VOTER)

	VOTER		
	No	Yes	
COLLIMP			
Getting Better	28.9%	40.4%	
Staying About the Same	37.4%	34.6%	
Getting Worse	7.2%	6.9%	
Don't Know	26.5%	18.1%	
Total Column	100% (446)	100% (2099)	100% (2545)

Chi-Square	D.F.	Significance
26.50975	3	.0000

Gamma= -.20322

Number of Missing Observations = 5

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B17. Respondent's Knowledge of Education Reform in State (REFKNOW) By Respondent's Education in Years (EDUC)

	EDUC				
REFKNOW	< H.S.	H.S. Only	Some College	College +	
Inaccurate	85.9%	78.4%	73.2%	58.5%	
Accurate	14.1%	21.6%	26.8%	41.5%	
Total Column	100% (403)	100% (853)	100% (582)	100% (685)	100% (2523)

Chi-Square	D.F.	Significance
119.25016	3	.0000

Gamma= .35571

Number of Missing Observations = 27

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B18. Respondent's Knowledge of Education Reform in State (REFKNOW) By Respondent's Family Income (INCOME)

	INCOME					
	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
REFKNOW						
Inaccurate	83.1%	80.0%	71.0%	65.4%	61.5%	
Accurate	16.9%	20.0%	29.0%	34.6%	38.5%	
Total	100%	100%	100%	100%	100%	100%
Column	(326)	(544)	(563)	(503)	(314)	(2250)

Chi-Square	D.F.	Significance
65.89666	4	.0000

Gamma= .26960

Number of Missing Observations = 300

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B19. Respondent's Knowledge of Education Reform in State (**REFKNOW**)
By Respondent's Likelihood Vote (**VOTER**)

	VOTER		
	No	Yes	
REFKNOW			
Inaccurate	82.2%	71.1%	
Accurate	17.8%	28.9%	
Total	100%	100%	100%
Column	(449)	(2101)	(2550)

Chi-Square	D.F.	Significance
22.48830	1	.0000
Gamma= .30411		

Number of Missing Observations = 0

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B20. Higher Academic Standards: Help Poor or Hurt? (RAISEACH) By Respondent's Race (RACE)

	RACE		
RAISEACH	White	Non-white	
Yes, Encourage Poor	57.4%	62.3%	
No Effect	5.0%	4.5%	
No, Discourage Poor	37.6%	33.2%	
Total Column	100% (1824)	100% (464)	100% (2288)

Chi-Square	D.F.	Significance
3.63366	2	.1625

Gamma= -.09521

Number of Missing Observations = 262

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B21. Higher Academic Standards: Help Poor or Hurt? (RAISEACH)
By Respondent's Age in Years (AGE)

	AGE					
RAISEACH	18-24	25-34	35-50	51-64	65+	
Yes, Encourage Poor	54.7%	55.0%	52.4%	67.6%	76.2%	
No Effect	2.7%	4.1%	6.1%	4.6%	5.4%	
No, Discourage Poor	42.7%	40.8%	41.5%	27.8%	18.4%	
Total Column	100% (225)	100% (627)	100% (815)	100% (389)	100% (223)	100% (2279)

Chi-Square	D.F.	Significance
69.20749	8	.0000

Gamma= -.17896

Number of Missing Observations = 271

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B22. Higher Academic Standards: Help Poor or Hurt? (RAISEACH)
By Respondent's Family Income (**INCOME**)

	INCOME					
RAISEACH	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Yes, Encourage Poor	67.9%	55.3%	54.8%	57.5%	59.4%	
No Effect	4.4%	5.1%	4.6%	5.2%	7.0%	
No, Discourage Poor	27.6%	39.5%	40.5%	37.3%	33.6%	
Total	100%	100%	100%	100%	100%	100%
Column	(293)	(486)	(518)	(464)	(286)	(2047)

Chi-Square	D.F.	Significance
19.46031	8	.0126

Gamma= .03454

Number of Missing Observations = 503

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B23. Higher Academic Standards: Help Poor or Hurt? (RAISEACH)
By Number of Respondent's Children in School (SCHKIDS)

	SCHKIDS			
	Public	Private	No	
RAISEACH				
Yes, Encourage Poor	51.8%	52.8%	62.7%	
No Effect	5.0%	10.2%	4.5%	
No, Discourage Poor	43.1%	37.0%	32.8%	
Total Column	100% (812)	100% (108)	100% (1389)	100% (2309)

Chi-Square	D.F.	Significance
32.40620	4	.0000

Gamma= -.19305

Number of Missing Observations = 241

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B24. Should Districts Be Equal on Per-Pupil Expenditures? (EQUALEXP)
By Respondent's Education in Years (EDUC)

	EDUC				
EQUALEXP	< H.S.	H.S. Only	Some College	College +	
Strongly Agree	42.7%	40.3%	39.2%	42.4%	
Agree	49.4%	45.9%	37.8%	32.0%	
Disagree	6.9%	12.8%	19.4%	21.2%	
Strongly Disagree	1.0%	1.0%	3.5%	4.4%	
Total	100%	100%	100%	100%	100%
Column	(389)	(836)	(571)	(675)	(2471)

Chi-Square	D.F.	Significance
92.79703	9	.0000

Gamma= .09237

Number of Missing Observations = 79

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B25. Should Districts Be Equal on Per-Pupil Expenditures? (EQUALEXP) By Respondent's Race (RACE)

	RACE		
EQUALEXP	White	Non-white	
Strongly Agree	39.4%	47.3%	
Agree	41.0%	40.8%	
Disagree	16.8%	10.8%	
Strongly Disagree	2.9%	1.0%	
Total Column	100% (1978)	100% (490)	100% (2468)

Chi-Square	D.F.	Significance
20.46482	3	.0001

Gamma= -.17970

Number of Missing Observations = 82

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B26. Should Districts Be Equal on Per-Pupil Expenditures? (**EQUALEXP**) By Respondent's Family Income (**INCOME**)

EQUALEXP	INCOME < $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Strongly Agree	42.5%	38.7%	42.8%	40.4%	39.4%	
Agree	47.8%	43.6%	40.8%	38.8%	32.2%	
Disagree	9.4%	15.0%	14.7%	18.3%	23.8%	
Strongly Disagree	.3%	2.6%	1.8%	2.6%	4.6%	
Total	100%	100%	100%	100%	100%	100%
Column	(318)	(532)	(559)	(498)	(307)	(2214)

Chi-Square	D.F.	Significance
47.98042	12	.0000

Gamma= .06775

Number of Missing Observations = 336

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B27. Should High Districts Be Limited For Equalization? (LIMITHI) By Respondent's Race (RACE)

	RACE		
LIMITHI	White	Non-white	
Limit Spending in High Districts	21.2%	12.8%	
Give More to Low Districts	78.8%	87.2%	
Total	100%	100%	100%
Column	(1665)	(462)	(2127)

Chi-Square	D.F.	Significance
15.92286	1	.0001

Gamma= .29522

Number of Missing Observations = 423

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B28. Should High Districts Be Limited For Equalization? (LIMITHI) By Respondent's Family Income (**INCOME**)

	INCOME					
LIMITHI	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Limit Spending in High Districts	12.6%	15.6%	23.1%	24.2%	19.6%	
Give More to Low Districts	87.4%	84.4%	76.9%	75.8%	80.4%	
Total Column	100% (285)	100% (467)	100% (484)	100% (438)	100% (260)	100% (1934)

Chi-Square	D.F.	Significance
23.22830	4	.0001

Gamma= -.15128

Number of Missing Observations = 616

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B29. Should High Districts Be Limited For Equalization? (LIMITHI)
By Respondent's Political Affiliation (PARTY)

	PARTY				
LIMITHI	Democrat	Republican	Independent	Other	
Limit Spending in High Districts	15.8%	24.3%	19.3%	27.2%	
Give More to Low Districts	84.2%	75.7%	80.7%	72.8%	
Total	100%	100%	100%	100%	100%
Column	(855)	(523)	(544)	(103)	(2025)

Chi-Square	D.F.	Significance
19.00477	3	.0003

Gamma= -.12530

Number of Missing Observations = 525

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B30. Should High Districts Be Limited For Equalization? (LIMITHI) By Respondent's Political Orientation (POLITICS)

	POLITICS					
	Liberal	Slightly Liberal	Moderate	Slightly Conservative	Conservative	
LIMITHI						
Limit Spending in High Districts	17.7%	19.6%	17.1%	23.9%	23.1%	
Give More to Low Districts	82.3%	80.4%	82.9%	76.1%	76.9%	
Total	100%	100%	100%	100%	100%	100%
Column	(300)	(168)	(649)	(318)	(520)	(1955)

Chi-Square	D.F.	Significance
10.48392	4	.0330

Gamma= -.10552

Number of Missing Observations = 595

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B31. Educational Expenditures Be Related to Local Wealth? (EDWEALTH) By Respondent's Race (RACE)

EDWEALTH	RACE: White	RACE: Non-white	
Strongly Agree	4.6%	8.7%	
Agree	15.5%	23.7%	
Disagree	50.0%	41.9%	
Strongly Disagree	29.9%	25.6%	
Total Column	100% (1941)	100% (472)	100% (2413)

Chi-Square	D.F.	Significance
34.14976	3	.0000

Gamma= -.18294

Number of Missing Observations = 137

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B32. Should Educational Expenditures Be Related to Local Wealth? (EDWEALTH) By Respondent's Education in Years (EDUC)

	EDUC				
EDWEALTH	< H.S.	H.S. Only	Some College	College +	
Strongly Agree	8.4%	6.2%	3.6%	4.5%	
Agree	28.9%	17.1%	11.8%	14.7%	
Disagree	42.7%	49.8%	49.7%	48.6%	
Strongly Disagree	20.0%	26.9%	34.9%	32.2%	
Total Column	100% (370)	100% (825)	100% (659)	100% (665)	100% (2419)

Chi-Square	D.F.	Significance
76.49001	9	.0000

Gamma= .16669

Number of Missing Observations = 131

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B33. Should Educational Expenditures Be Related to Local Wealth? (EDWEALTH) By Respondent's Family Income (INCOME)

	INCOME					
EDWEALTH	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Strongly Agree	6.9%	5.9%	4.4%	3.9%	6.6%	
Agree	24.3%	20.8%	13.6%	12.1%	13.8%	
Disagree	47.7%	43.6%	49.5%	52.0%	47.9%	
Strongly Disagree	21.1%	29.7%	32.5%	32.0%	31.8%	
Total Column	100% (304)	100% (525)	100% (551)	100% (487)	100% (305)	100% (2172)

Chi-Square	D.F.	Significance
46.58227	12	.0000

Gamma= .11396

Number of Missing Observations = 378

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B34. Should Educational Expenditures Be Related to Local Wealth? (EDWEALTH) By Number of Years Lived in State (INYEARS)

	INYEARS				
EDWEALTH	0-9	10-19	20-40	41+	
Strongly Agree	3.6%	4.0%	5.0%	8.0%	
Agree	13.8%	18.3%	16.3%	19.9%	
Disagree	48.2%	48.0%	48.2%	49.4%	
Strongly Disagree	34.4%	29.7%	30.5%	22.8%	
Total Column	100% (477)	100% (323)	100% (983)	100% (624)	100% (2407)

Chi-Square	D.F.	Significance
32.86896	9	.0001

Gamma= -.12963

Number of Missing Observations = 143

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B35. Minimize Property Tax and State Equalization (MINPROP) By Respondent's Race (RACE)

	RACE		
	White	Non-white	
MINPROP			
Highly Desirable	35.6%	50.0%	
Somewhat Desirable	53.1%	40.7%	
Somewhat Undesirable	6.7%	5.9%	
Highly Undesirable	4.6%	3.4%	
Total	100%	100%	100%
Column	(1923)	(474)	(2397)

Chi-Square	D.F.	Significance
33.61916	3	.0000

Gamma= -.23440

Number of Missing Observations = 153

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B36. Minimize Property Tax and State Equilization (MINPROP) By Respondent's Political Party Affiliation (PARTY)

	PARTY				
	Democrat	Republican	Independent	Other	
MINPROP					
Highly Desirable	41.7%	33.3%	39.3%	29.7%	
Somewhat Desirable	50.2%	52.4%	48.8%	57.6%	
Somewhat Undesirable	5.4%	7.1%	8.1%	5.9%	
Highly Undesirable	2.7%	7.2%	3.8%	6.8%	
Total Column	100% (950)	100% (622)	100% (605)	100% (118)	100% (2295)

Chi-Square	D.F.	Significance
35.07302	9	.0001

Gamma= .08468

Number of Missing Observations = 255

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B37. Support for Spending on Public Schools (PUBSCH) By Respondent's Sex (SEX)

	SEX		
PUBSCH	Male	Female	
More	72.5%	75.9%	
About the Same	24.7%	22.3%	
Less	2.8%	1.8%	
Total	100%	100%	
Column	(969)	(1492)	(2461)

Chi-Square	D.F.	Significance
4.81433	2	.0901

Gamma= -.08878

Number of Missing Observations = 89

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B38. Support for Spending on Public Schools (PUBSCH) By Respondent's Race (RACE)

PUBSCH	RACE: White	RACE: Non-white	
More	74.0%	76.6%	
About the Same	24.0%	20.7%	
Less	2.1%	2.6%	
Total	100%	100%	
Column	(1958)	(492)	(2450)

Chi-Square	D.F.	Significance
2.66415	2	.2639

Gamma= -.06458

Number of Missing Observations = 100

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B39. Support for Spending on Public Schools (PUBSCH)
By Respondent's Age in Years (AGE)

	AGE					
PUBSCH	18-24	25-34	35-50	51-64	65+	
More	67.4%	77.2%	78.5%	70.3%	67.1%	
About the Same	32.6%	20.5%	18.7%	27.6%	30.8%	
Less	0.0%	2.2%	2.8%	2.1%	2.1%	
Total	100%	100%	100%	100%	100%	
Column	(236)	(668)	(871)	(427)	(240)	(2442)

Chi-Square	D.F.	Significance
41.70875	8	.0000

Gamma=.05310

Number of Missing Observations = 108

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B40. Support for Spending on Public Schools (PUBSCH)
By Respondent's Education (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
PUBSCH					
More	68.8%	72.0%	76.7%	78.8%	
About the Same	29.6%	25.2%	21.7%	18.8%	
Less	1.6%	2.8%	1.6%	2.4%	
Total	100%	100%	100%	100%	
Column	(375)	(830)	(572)	(675)	(2452)

Chi-Square	D.F.	Significance
21.45911	6	.0015

Gamma= -.13692

Number of Missing Observations = 98

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B41. Support for Spending on Public Schools (**PUBSCH**)
By Respondent's Family Income (**INCOME**)

	INCOME					
PUBSCH	< $10K	$10K-$20K	$20K-$30K	$30K-$50K	$50K+	
More	69.3%	72.4%	72.8%	79.9%	78.8%	
About the Same	29.7%	24.7%	25.0%	18.1%	19.3%	
Less	1.0%	2.9%	2.2%	2.0%	1.9%	
Total	100%	100%	100%	100%	100%	
Column	(313)	(526)	(556)	(498)	(311)	(2204)

Chi-Square	D.F.	Significance
22.47562	8	.0041

Gamma= -.12613

Number of Missing Observations = 346

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B42. Support for Spending on Public Schools (PUBSCH)
By Respondent's Employment Status (EMPLOY)

	EMPLOY						
	Full time	Part time	Retired	Student	Homemaker	Other	
PUBSCH							
More	76.3%	75.8%	69.1%	74.0%	72.7%	67.0%	
About the Same	21.5%	22.1%	28.7%	26.0%	25.1%	28.4%	
Less	2.1%	2.1%	2.2%	0.0%	2.3%	4.5%	
Total	100%	100%	100%	100%	100%	100%	
Column	(1446)	(190)	(272)	(96)	(355)	(88)	(2447)

Chi-Square	D.F.	Significance
14.24065	10	.1623

Gamma= .09514

Number of Missing Observations = 103

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B43. Support for Spending on Public Schools (PUBSCH) By Respondent's Type of Housing (HOUSING)

	HOUSING		
PUBSCH	Owned	Non-owned	
More	74.9%	73.9%	
About the Same	22.9%	24.0%	
Less	2.2%	2.1%	
Total	100%	100%	
Column	(1859)	(570)	(2429)

Chi-Square	D.F.	Significance
.30756	2	.8575

Gamma= .02656

Number of Missing Observations = 121

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B44. Support for Spending on Public Schools (PUBSCH) By Years Living in State (INYEARS)

	INYEARS				
	0-9	10-19	20-40	41+	
PUBSCH					
More	75.4%	79.2%	76.9%	68.1%	
About the Same	23.3%	19.6%	20.7%	29.0%	
Less	1.3%	1.2%	2.4%	2.9%	
Total	100%	100%	100%	100%	
Column	(476)	(332)	(1009)	(624)	(2441)

Chi-Square	D.F.	Significance
23.85630	6	.0006

Gamma= .11893

Number of Missing Observations = 109

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B45. Support for Spending on Public Schools (PUBSCH) By Number of Respondent's Children in School? (SCHKIDS)

	SCHKIDS			
PUBSCH	Public	Private	No	
More	80.8%	67.6%	71.6%	
About the Same	17.1%	27.0%	26.4%	
Less	2.1%	5.4%	2.0%	
Total	100%	100%	100%	
Column	(860)	(111)	(1505)	(2476)

Chi-Square	D.F.	Significance
33.95093	4	.0000

Gamma= .20314

Number of Missing Observations = 74

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B46. Support for Spending on Public Schools (**PUBSCH**) By Respondent's Marital Status (**MARITAL**)

	MARITAL			
	Married	Previously Married*	Single	
PUBSCH				
More	75.3%	74.1%	71.6%	
About the Same	22.0%	24.9%	27.0%	
Less	2.7%	.9%	1.4%	
Total	100%	100%	100%	
Column	(1671)	(429)	(352)	(2452)

Chi-Square	D.F.	Significance
10.34975	4	.0349

Gamma= .05057

Number of Missing Observations = 98

* Includes: Divorced, Separated, Widowed

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B47. Support for Spending on Public Schools (PUBSCH)
By Respondent's Political Affliation (PARTY)

	PARTY				
PUBSCH	Democrat	Republican	Independent	Other	
More	78.0%	72.5%	71.6%	73.1%	
About the Same	20.4%	25.0%	25.8%	23.8%	
Less	1.5%	2.5%	2.6%	3.1%	
Total	100%	100%	100%	100%	
Column	(970)	(629)	(612)	(130)	(2341)

Chi-Square	D.F.	Significance
11.79537	6	.0667

Gamma= .11180

Number of Missing Observations = 209

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B48. Support for Spending on Public Schools (**PUBSCH**)
By Respondent's Political View (**POLITICS**)

	POLITICS					
PUBSCH	Liberal	Slightly Liberal	Moderate	Slightly Conservative	Conservative	
More	77.6%	74.1%	74.8%	74.4%	72.9%	
About the Same	20.2%	24.9%	23.2%	23.7%	24.1%	
Less	2.2%	1.1%	2.0%	1.9%	3.0%	
Total	100%	100%	100%	100%	100%	
Column	(357)	(185)	(737)	(363)	(606)	(2248)

Chi-Square	D.F.	Significance
5.41292	8	.7127

Gamma= .05106

Number of Missing Observations = 302

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B49. Support for Spending on Public Schools (PUBSCH)
By Respondent's Residence (RESID)

	RESID					
	Farm	Rural Area	Town <10K	City 10K-50K	City 50K -100K	City 100K+
PUBSCH						
More	66.7%	75.6%	73.9%	71.7%	78.6%	76.9%
About the Same	28.7%	23.3%	23.0%	25.5%	19.0%	21.5%
Less	4.7%	1.1%	3.1%	2.8%	2.4%	1.6%
Total	100%	100%	100%	100%	100%	100%
Column	(150)	(824)	(456)	(392)	(210)	(377)
(2409)						

Chi-Square	D.F.	Significance
19.26596	10	.0370

Gamma= -.03968

Number of Missing Observations = 141

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B50. Support for Spending on Public Schools (**PUBSCH**) By Household Size (**HHSIZE**)

	HHSIZE				
	One	Two	Three	Four +	
PUBSCH					
More	71.6%	71.0%	75.8%	78.1%	
About the Same	27.8%	26.3%	21.6%	20.0%	
Less	.6%	2.6%	2.6%	1.9%	
Total	100%	100%	100%	100%	
Column	(338)	(725)	(533)	(840)	(2436)

Chi-Square	D.F.	Significance
19.02680	6	.0041

Gamma= -.11033

Number of Missing Observations = 114

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B51. Support for Spending on Public Schools (**PUBSCH**)
By Respondent's Probable Voter Status (**VOTER**)

	VOTER		
PUBSCH	No	Yes	
More	69.0%	75.7%	
About the Same	28.4%	22.2%	
Less	2.6%	2.1%	
Total	100%	100%	
Column	(423)	(2053)	(2476)

Chi-Square	D.F.	Significance
8.34697	2	.0154

Gamma= -.16180

Number of Missing Observations = 74

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B52. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**) By Respondent's Race (**RACE**)

	RACE		
	White	Non-white	
NOMONEY			
Increasing Taxes	43.1%	53.2%	
Reducing Gov't Programs	42.1%	38.2%	
Both	5.4%	2.6%	
Cutting Waste & Management	9.4%	5.9%	
Total	100%	100%	100%
Column	(1892)	(455)	(2347)

Chi-Square	D.F.	Significance
20.45671	3	.0001

Gamma= -.20053

Number of Missing Observations = 203

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B53. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**) By Respondent's Age (**AGE**)

	AGE					
	18-24	25-34	35-50	51-64	65+	
NOMONEY						
Increasing Taxes	51.6%	47.7%	44.4%	43.0%	39.7%	
Reducing Gov't Programs	41.6%	42.1%	41.7%	41.3%	36.8%	
Both	2.3%	5.0%	4.9%	5.4%	6.2%	
Cutting Waste & Management	4.5%	5.3%	9.0%	10.3%	17.4%	
Total	100%	100%	100%	100%	100%	100%
Column	(221)	(644)	(824)	(409)	(242)	(2340)

Chi-Square	D.F.	Significance
45.98186	12	.0000

Gamma= .11851

Number of Missing Observations = 210

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B54. Budget Crisis: Raise Taxes or Cut Programs? (NOMONEY)
By Respondent's Education in Years (EDUC)

	EDUC				
	H.S	H.S. Only	Some College	College +	
NOMONEY					
Increasing Taxes	40.9%	41.9%	46.6%	50.2%	
Reducing Gov't Programs	43.4%	46.5%	37.9%	36.7%	
Both	4.6%	4.3%	5.4%	5.2%	
Cutting Waste & Management	11.1%	7.3%	10.2%	7.8%	
Total Column	100% (350)	100% (790)	100% (560)	100% (651)	100% (2351)

Chi-Square	D.F.	Significance
24.71625	9	.0033

Gamma= -.08006

Number of Missing Observations = 199

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B55. Budget Crisis: Raise Taxes or Cut Programs? **(NOMONEY)**
By Respondent's Family Income **(INCOME)**

	INCOME					
	< $10K	$10K-$20K	$20K-$30K	$30K-$50K	$50K+	
NOMONEY						
Increasing Taxes	45.4%	49.3%	45.6%	47.4%	43.5%	
Reducing Gov't Programs	41.6%	39.2%	40.8%	37.9%	42.5%	
Both	3.4%	3.8%	4.3%	6.4%	6.5%	
Cutting Waste & Management	9.6%	7.6%	9.3%	8.3%	7.5%	
Total Column	100% (293)	100% (497)	100% (539)	100% (483)	100% (306)	100% (2118)

Chi-Square	D.F.	Significance
11.54495	12	.4829

Gamma= .02482

Number of Missing Observations = 432

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B56. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**)
By Respondent's Housing (**HOUSING**)

	HOUSING		
	Owned	Non-owned	
NOMONEY			
Increasing Taxes	44.3%	48.4%	
Reducing Gov't Programs	41.2%	41.3%	
Both	4.9%	4.6%	
Cutting Waste & Management	9.6%	5.7%	
Total Column	100% (1788)	100% (545)	100% (2333)

Chi-Square	D.F.	Significance
9.10359	3	.0279

Gamma= -.10004

Number of Missing Observations = 217

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B57. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**)
By Number of Respondent's Children in School (SCHKIDS)

	SCHKIDS			
	Public	Private	No	
NOMONEY				
Increasing Taxes	48.4%	38.1%	44.0%	
Reducing Gov't Programs	39.7%	52.4%	41.4%	
Both	5.2%	3.8%	4.7%	
Cutting Waste & Management	6.8%	5.7%	10.0%	
Total Column	100% (812)	100% (105)	100% (1455)	100% (2372)

Chi-Square	D.F.	Significance
14.86751	6	.0213

Gamma= .07849

Number of Missing Observations = 178

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B58. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**)
By Respondent's Residence (**RESID**)

	RESID						
NOMONEY	Farm	Rural Area	Town < 10K	City 10K-50K	City 50K-100K	City 100K +	
Increasing Taxes	41.3%	41.5%	44.6%	48.7%	51.5%	48.0%	
Reducing Gov't Programs	46.2%	42.9%	44.4%	40.3%	37.1%	36.5%	
Both	5.6%	5.9%	4.2%	3.2%	4.5%	4.1%	
Cutting Waste & Management	7.0%	9.6%	6.7%	7.8%	6.9%	11.4%	
Total Column	100% (143)	100% (778)	100% (448)	100% (372)	100% (202)	100% (367)	100% (2310)

Chi-Square	D.F.	Significance
24.05344	15	.0642

Gamma= -.06950

Number of Missing Observations = 240

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B59. Budget Crisis: Raise Taxes or Cut Programs? (NOMONEY) By Respondent's Political Affiliation (PARTY)

	PARTY				
	Democrat	Republican	Independent	Other	
NOMONEY					
Increasing Taxes	51.3%	41.8%	43.4%	28.5%	
Reducing Gov't Programs	36.2%	46.5%	40.2%	52.8%	
Both	3.5%	5.5%	5.7%	7.3%	
Cutting Waste & Management	8.9%	6.2%	10.8%	11.4%	
Total Column	100% (931)	100% (615)	100% (595)	100% (123)	100% (2264)

Chi-Square	D.F.	Significance
46.08579	9	.0000

Gamma= .13508

Number of Missing Observations = 286

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B60. Budget Crisis: Raise Taxes or Cut Programs? (**NOMONEY**) By Respondent's Political Orientation (**POLITICS**)

	POLITICS					
	Liberal	Slightly Liberal	Moderate	Slightly Conservative	Conservative	
NOMONEY						
Increasing Taxes	55.2%	51.9%	48.3%	41.1%	36.1%	
Reducing Gov't Programs	33.0%	34.6%	39.4%	41.9%	50.9%	
Both	2.9%	5.9%	4.4%	7.3%	4.4%	
Cutting Waste & Management	8.8%	7.6%	7.9%	9.8%	8.5%	
Total Column	100% (339)	100% (185)	100% (706)	100% (358)	100% (585)	100% (2173)

Chi-Square	D.F.	Significance
53.30373	12	.0000

Gamma= .14910

Number of Missing Observations = 377

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B61. Budget Crisis: Raise Taxes or Cut Programs? (NOMONEY) By Number of Years Lived in State (INYEARS)

	INYEARS				
NOMONEY	0-9	10-19	20-40	41+	
Increasing Taxes	50.7%	49.8%	45.1%	38.6%	
Reducing Gov't Programs	38.6%	38.0%	41.9%	44.2%	
Both	4.4%	4.0%	5.3%	4.8%	
Cutting Waste & Management	6.4%	8.1%	7.6%	12.5%	
Total Column	100% (456)	100% (321)	100% (957)	100% (607)	100% (2341)

Chi-Square	D.F.	Significance
28.93118	9	.0007

Gamma= .12956

Number of Missing Observations = 209

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B62. For Local District: How Is the Tax Rate? (**TAXESNOW**)
By Respondent's Age in Years (**AGE**)

	AGE					
	18-24	25-34	35-50	51-64	65+	
TAXESNOW						
Too Much	5.8%	6.2%	7.5%	9.8%	11.4%	
Too Little	56.9%	50.2%	46.8%	32.7%	31.1%	
About Right	37.3%	43.5%	45.7%	57.4%	57.5%	
Total	100%	100%	100%	100%	100%	100%
Column	(225)	(641)	(831)	(397)	(219)	(2313)

Chi-Square	D.F.	Significance
64.01355	8	.0000

Gamma= .12263

Number of Missing Observations = 237

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B63. For Local District: How Is the Tax Rate? (**TAXESNOW**)
By Respondent's Education in Years (**EDUC**)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
TAXESNOW					
Too Much	10.9%	8.1%	7.2%	6.0%	
Too Little	36.8%	42.3%	49.2%	48.7%	
About Right	52.3%	49.6%	43.6%	45.3%	
Total Column	100% (348)6	100% (788)	100% (539)	100% (647)	100% (2322)

Chi-Square	D.F.	Significance
22.73706	6	.0009

Gamma= -.04600

Number of Missing Observations = 228

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B64. For Local District: How Is the Tax Rate? **(TAXESNOW)**
By Respondent's Family Income **(INCOME)**

	INCOME					
TAXESNOW	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Too Much	7.2%	9.7%	5.1%	8.2%	6.9%	
Too Little	40.5%	47.1%	45.6%	44.7%	50.5%	
About Right	52.2%	43.2%	49.3%	47.2%	42.6%	
Total	100%	100%	100%	100%	100%	100%
Column	(291)	(495)	(531)	(477)	(303)	(2097)

Chi-Square	D.F.	Significance
16.43277	8	.0366

Gamma= -.02459

Number of Missing Observations = 453

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B65. For Local District: How Is the Tax Rate? (**TAXESNOW**)
By Respondent's Housing: Owned or Rented? (**HOUSING**)

	HOUSING		
	Owned	Non-owned	
TAXESNOW			
Too Much	8.1%	6.9%	
Too Little	43.6%	49.4%	
About Right	48.3%	43.8%	
Total	100%	100%	100%
Column	(1762)	(539)	(2301)

Chi-Square	D.F.	Significance
5.65655	2	.0591

Gamma= -.06163

Number of Missing Observations = 249

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B66. For Local District: How Is the Tax Rate? (TAXESNOW)
By Respondent's Marital Status (MARITAL)

	MARITAL			
	Married	*Previously Married	Single	
TAXESNOW				
Too Much	7.9%	8.9%	6.0%	
Too Little	44.0%	40.9%	53.6%	
About Right	48.1%	50.3%	40.4%	
Total	100%	100%	100%	100%
Column	(1597)	(394)	(332)	(2323)

Chi-Square	D.F.	Significance
13.59122	4	.0087

Gamma= -.04529

Number of Missing Observations = 227

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* Includes: Divorced, Separated, Widowed

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B67. For Local District: How Is the Tax Rate? (**TAXESNOW**)
By Number of Years Lived in State (**INYEARS**)

	INYEARS				
TAXESNOW	0-9	10-19	20-40	41+	
Too Much	6.7%	7.3%	7.5%	9.1%	
Too Little	48.5%	49.7%	48.5%	33.3%	
About Right	44.7%	43.0%	43.9%	57.6%	
Total Column	100% (447)	100% (316)	100% (958)	100% (592)	100% (2313)

Chi-Square	D.F.	Significance
43.15767	6	.0000

Gamma= .10410

Number of Missing Observations = 237

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B68. For Local District: How Is the Tax Rate? (TAXESNOW) By Respondent's Likelihood to Vote (VOTER)

	VOTER		
TAXESNOW	No	Yes	
Too Much	8.5%	7.7%	
Too Little	41.4%	45.4%	
About Right	50.1%	46.9%	
Total Column	100% (389)	100% (1953)	100% (2342)

Chi-Square	D.F.	Significance
2.15618	2	.3402

Gamma= -.04475

Number of Missing Observations = 208

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B69. More Money Source: Federal, State, or Local? (GOVTSRCE)
By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
GOVTSRCE					
Federal Gov't	15.6%	10.5%	8.4%	4.2%	
State Gov't	9.2%	7.3%	5.1%	8.1%	
Local Gov't	4.5%	3.1%	3.3%	5.9%	
Combination of Gov't	70.8%	79.1%	83.2%	81.8%	
Total Column	100% (359)	100% (838)	100% (572)	100% (666)	100% (2435)

Chi-Square	D.F.	Significance
55.75229	9	.0000

Gamma= .15947

Number of Missing Observations = 115

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B70. More Money Source: Federal, State, or Local? (GOVTSRCE)
By Respondent's Political Party Affiliation (PARTY)

	PARTY				
GOVTSRCE	Democrat	Republican	Independent	Other	
Federal Gov't	12.7%	4.8%	7.7%	8.7%	
State Gov't	5.2%	10.2%	7.2%	6.3%	
Local Gov't	3.0%	5.9%	4.1%	3.9%	
Combination of Gov't	79.1%	79.0%	81.0%	81.1%	
Total Column	100% (962)	100% (625)	100% (611)	100% (127)	100% (2325)

Chi-Square	D.F.	Significance
49.44351	9	.0000

Gamma= .05307

Number of Missing Observations = 225

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B71. Contribute Most to School Financing: Federal, State or Local? **(CONTRIB)** By Respondent's Race (RACE)

	RACE		
	White	Non-white	
CONTRIB			
Local	22.8%	11.6%	
State	49.0%	38.9%	
Federal	28.3%	49.5%	
Total	100%	100%	100%
Column	(1858)	(455)	(2313)

Chi-Square	D.F.	Significance
80.48346	2	.0000

Gamma= .37849

Number of Missing Observations = 237

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B72. Contribute Most to School Financing: Federal, State, or Local? **(CONTRIB)** By Respondent's Family Income **(INCOME)**

	INCOME					
CONTRIB	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Local	13.1%	15.5%	19.5%	25.2%	31.2%	
State	41.2%	43.8%	50.9%	49.3%	52.2%	
Federal	45.7%	40.7%	29.7%	25.6%	16.6%	
Total Column	100% (289)	100% (496)	100% (529)	100% (481)	100% (295)	100% (2090)

Chi-Square	D.F.	Significance
100.06806	8	.0000

Gamma= -.25679

Number of Missing Observations = 460

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B73. More Money Source: Increase/Begin State Income Tax? (**MOMON1C**) By Respondent's Race (**RACE**)

	RACE		
MOMON1C	White	Non-white	
Favor	51.8%	63.8%	
Oppose	48.2%	36.2%	
Total	100%	100%	100%
Column	(1928)	(473)	(2401)

Chi-Square	D.F.	Significance
21.85538	1	.0000

Gamma= -.24407

Number of Missing Observations = 149

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B74. More Money Source: Increase/Begin State Income Tax? (**MOMON1C**) By Respondent's Age in Years (**AGE**)

	AGE					
MOMON1C	18-24	25-34	35-50	51-64	65+	
Favor	63.0%	61.0%	52.4%	46.4%	46.4%	
Oppose	37.0%	39.0%	47.6%	53.6%	53.6%	
Total Column	100% (230)	100% (651)	100% (849)	100% (425)	100% (239)	100% (2394)

Chi-Square	D.F.	Significance
36.71352	4	.0000

Gamma= .18077

Number of Missing Observations = 156

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B75. More Money Source: Increase Property Taxes? (**MOMON2**)
By Respondent's Family Income (**INCOME**)

	INCOME					
	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
MOMON2						
Favor	38.4%	41.5%	41.7%	43.8%	48.1%	
Oppose	61.6%	58.5%	58.3%	56.2%	51.9%	
Total	100%	100%	100%	100%	100%	100%
Column	(307)	(521)	(542)	(489)	(308)	(2167)

Chi-Square	D.F.	Significance
6.64851	4	.1557

Gamma= -.07399

Number of Missing Observations = 383

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B76. More Money Source: Increase Property Taxes? (**MOMON2**)
By Respondent's Likelihood to Vote (**VOTER**)

	VOTER		
	No	Yes	
MOMON2			
Favor	37.5%	42.1%	
Oppose	62.5%	57.9%	
Total	100%	100%	100%
Column	(416)	(2023)	(2439)

Chi-Square	D.F.	Significance
2.84422	1	.0917

Gamma= -.09610

Number of Missing Observations = 111

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B77. More Money Source: Increase Property Taxes? (**MOMON2**)
By Respondent's Age in Years (**AGE**)

	AGE					
MOMON2	18-24	25-34	35-50	51-64	65+	
Favor	46.2%	45.8%	43.4%	32.3%	34.4%	
Oppose	53.8%	54.2%	56.6%	67.7%	65.6%	
Total Column	100% (223)	100% (655)	100% (857)	100% (430)	100% (241)	100% (2406)

Chi-Square	D.F.	Significance
28.15984	4	.0000

Gamma= .14448

Number of Missing Observations = 144

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B78. More Money Source: Increase Property Taxes? (**MOMON2**)
By Respondent's Education in Years (EDUC)

	EDUC				
MOMON2	< H.S.	H.S. Only	Some College	College +	
Favor	32.9%	40.0%	43.3%	46.8%	
Oppose	67.1%	60.0%	56.7%	53.2%	
Total Column	100% (377)	100% (818)	100% (561)	100% (662)	100% (2418)

Chi-Square	D.F.	Significance
20.78963	3	.0001

Gamma= -.13843

Number of Missing Observations = 132

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B79. More Money Source: Increase Property Taxes? (**MOMON2**)
By Respondent's Housing: Owned or Rented (**HOUSING**)

		HOUSING		
		Owned	Non-owned	
MOMON2				
Favor		39.3%	49.3%	
Oppose		60.7%	50.7%	
	Total	100%	100%	100%
	Column	(1850)	(546)	(2396)

Chi-Square	D.F.	Significance
16.84490	1	.0000

Gamma= -.20003

Number of Missing Observations = 154

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B80. More Money Source: Increase Property Taxes? (**MOMON2**)
By Number of Respondent's Children in School (**SCHKIDS**)

	SCHKIDS			
	Public	Private	No	
MOMON2				
Favor	46.2%	35.8%	39.0%	
Oppose	53.8%	64.2%	61.0%	
Total	100%	100%	100%	100%
Column	(836)	(109)	(1494)	(2439)

Chi-Square	D.F.	Significance
12.74858	2	.0017

Gamma= .12721

Number of Missing Observations = 111

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B81. More Money Source: Increase Property Taxes? (**MOMON2**)
By Number of Years Lived in State (**INYEARS**)

	INYEARS				
MOMON2	0-9	10-19	20-40	41+	
Favor	48.8%	45.1%	43.1%	31.5%	
Oppose	51.2%	54.9%	56.9%	68.5%	
Total Column	100% (465)	100% (319)	100% (985)	100% (639)	100% (2408)

Chi-Square	D.F.	Significance
39.67162	3	.0000

Gamma= .19048

Number of Missing Observations = 142

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B82. More Money Source: Begin Service Tax? (**MOMON4C**)
By Respondent's Family Income (**INCOME**)

		INCOME					
MOMON4C		< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Favor		55.3%	52.4%	43.9%	39.4%	34.2%	
Oppose		44.7%	47.6%	56.1%	60.6%	65.8%	
	Total	100%	100%	100%	100%	100%	100%
	Column	(291)	(498)	(535)	(477)	(304)	(2105)

Chi-Square	D.F.	Significance
44.12868	4	.0000

Gamma= .20565

Number of Missing Observations = 445

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B83. More Money Source: Begin Service Tax? (**MOMON4C**)
By Respondent's Residence (**RESID**)

	RESID						
	Farm	Rural Area	Town <10K	City 10K-50K	City 50K-100K	City 100K+	
MOMON4C							
Favor	45.5%	49.2%	49.1%	38.7%	38.3%	35.8%	
Oppose	54.5%	50.8%	50.9%	61.3%	61.7%	64.2%	
Total	100%	100%	100%	100%	100%	100%	100%
Column	(134)	(779)	(450)	(377)	(201)	(258)	(2299)

Chi-Square	D.F.	Significance
30.04631	5	.0000

Gamma= .14102

Number of Missing Observations = 251

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B84. More Money Source: Begin Service Tax? (**MOMON4C**)
By Respondent's Education in Years (EDUC)

		EDUC				
		< H.S.	H.S. Only	Some College	College +	
MOMON4C						
Favor		50.1%	47.7%	42.0%	37.9%	
Oppose		49.9%	52.3%	58.0%	62.1%	
	Total Column	100% (351)	100% (788)	100% (548)	100% (655)	100% (2342)

Chi-Square	D.F.	Significance
20.72068	3	.0001

Gamma= .14227

Number of Missing Observations = 208

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B85. More Money Source: Begin Service Tax? (**MOMON4C**)
By Respondent's Political Party Affiliation (**PARTY**)

	PARTY				
MOMON4C	Democrat	Republican	Independent	Other	
Favor	50.5%	37.9%	40.4%	37.0%	
Oppose	49.5%	62.1%	59.6%	63.0%	
Total	100%	100%	100%	100%	100%
Column	(923)	(607)	(594)	(127)	(2251)

Chi-Square	D.F.	Significance
30.54672	3	.0000

Gamma= .15831

Number of Missing Observations = 299

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B86. More Money Source: Begin Service Tax? (**MOMON4C**)
By Respondent's Race (**RACE**)

		RACE		
		White	Non-white	
MOMON4C				
Favor		40.7%	57.0%	
Oppose		59.3%	43.0%	
	Total	100%	100%	100%
	Column	(1885)	(453)	(2338)

Chi-Square	D.F.	Significance
38.58134	1	.0000

Gamma= -.31707

Number of Missing Observations = 212

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B87. More Money Source: Increase Gas Tax? (**MOMON5**)
By Respondent's Family Income (**INCOME**)

	INCOME					
MOMON5	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Favor	30.7%	31.7%	33.0%	33.5%	45.5%	
Oppose	69.3%	68.3%	67.0%	66.5%	54.5%	
Total	100%	100%	100%	100%	100%	100%
Column	(319)	(530)	(552)	(499)	(310)	(2210)

Chi-Square	D.F.	Significance
21.21695	4	.0003

Gamma= -.11148

Number of Missing Observations = 340

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B88. More Money Source: Increase Gas Tax? (MOMON5)
By Respondent's Education in Years (EDUC)

	EDUC				
MOMON5	< H.S.	H.S. Only	Some College	College +	
Favor	25.6%	29.5%	38.7%	37.8%	
Oppose	74.4%	70.5%	61.3%	62.2%	
Total	100%	100%	100%	100%	100%
Column	(391)	(833)	(574)	(672)	(2470)

Chi-Square	D.F.	Significance
29.42691	3	.0000

Gamma= -.16152

Number of Missing Observations = 80

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B89. More Money Source: Tax Mineral Exports? (**MOMON6**)
By Number of Respondent's Children in School (**SCHKIDS**)

	SCHKIDS			
	Public	Private	No	
MOMON6				
Favor	74.7%	65.3%	70.1%	
Oppose	25.3%	34.7%	29.9%	
Total Column	100% (797)	100% (98)	100% (1353)	100% (2248)

Chi-Square	D.F.	Significance
7.10011	2	.0287

Gamma= .09636

Number of Missing Observations = 302

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B90. More Money Source: Increase Corporate Tax? (**MOMON7**)
By Respondent's Family Income (**INCOME**)

		INCOME					
		< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
MOMON7							
Favor		77.2%	76.7%	77.7%	73.8%	57.9%	
Oppose		22.8%	23.3%	22.3%	26.3%	42.1%	
	Total	100%	100%	100%	100%	100%	100%
	Column	(294)	(510)	(539)	(480)	(304)	(2127)

Chi-Square	D.F.	Significance
47.86211	4	.0000

Gamma= .17383

Number of Missing Observations = 423

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B91. More Money Source: Increase Corporate Tax? (MOMON7) By Respondent's Political Party Affiliation (PARTY)

	PARTY				
	Democrat	Republican	Independent	Other	
MOMON7					
Favor	77.0%	69.6%	71.3%	65.3%	
Oppose	23.0%	30.4%	28.7%	34.7%	
Total	100%	100%	100%	100%	100%
Column	(936)	(611)	(595)	(121)	(2263)

Chi-Square	D.F.	Significance
15.87920	3	.0012

Gamma: .12728

Number of Missing Observations = 287

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B92. More Money Source: Increase Corporate Tax? (**MOMON7**)
By Respondent's Political Orientation (**POLITICS**)

		POLITICS					
		Liberal	Slightly Liberal	Moderate	Slightly Conservative	Conservative	
MOMON7							
Favor		73.5%	75.7%	77.1%	68.7%	69.1%	
Oppose		26.5%	24.3%	22.9%	31.3%	30.9%	
	Total	100%	100%	100%	100%	100%	100%
	Column	(340)	(181)	(719)	(351)	(585)	(2176)

Chi-Square	D.F.	Significance
14.60847	4	.0056

Gamma= .09557

Number of Missing Observations = 374

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B93. More Money Source: Increase Corporate Tax? (**MOMON7**)
By Respondent's Likelihood to Vote (**VOTER**)

	VOTER		
	No	Yes	
MOMON7			
Favor	74.9%	72.3%	
Oppose	25.1%	27.7%	
Total	100%	100%	100%
Column	(395)	(1988)	(2383)

Chi-Square	D.F.	Significance
.99890	1	.3176

Gamma= .06697

Number of Missing Observations = 167

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B94. More Money Source: Increase Corporate Tax? (**MOMON7**)
By Respondent's Age in Years (**AGE**)

		AGE					
		18-24	25-34	35-50	51-64	65+	
MOMON7							
Favor		79.9%	77.1%	71.5%	65.6%	70.7%	
Oppose		20.1%	22.9%	28.5%	34.4%	29.3%	
	Total	100%	100%	100%	100%	100%	100%
	Column	(229)	(654)	(833)	(413)	(225)	(2354)

Chi-Square	D.F.	Significance
23.77437	4	.0001

Gamma= .15326

Number of Missing Observations = 196

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B95. More Money Source: Increase Corporate Tax? (**MOMON7**)
By Respondent's Sex (**SEX**)

MOMON7	Male	Female	
Favor	65.6%	77.4%	
Oppose	34.4%	22.6%	
Total Column	100% (949)	100% (1422)	100% (2371)

Chi-Square	D.F.	Significance
39.20164	1	.0000

Gamma= -.28438

Number of Missing Observations = 179

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B96. More Money Source: Transfer Highway Funds to Education?
(**MOMON8**) By Respondent's Race (**RACE**)

	RACE		
MOMON8	White	Non-white	
Favor	53.6%	71.3%	
Oppose	46.4%	28.7%	
Total	100%	100%	100%
Column	(1850)	(464)	(2314)

Chi-Square	D.F.	Significance
46.82172	1	.0000

Gamma= -.36559

Number of Missing Observations = 236

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B97. More Money Source: Transfer Highway Funds to Education? (**MOMON8**) By Respondent's Family Income (**INCOME**)

	INCOME					
	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
MOMON8						
Favor	68.2%	61.6%	56.4%	52.6%	46.8%	
Oppose	31.8%	38.4%	43.6%	47.4%	53.2%	
Total Column	100% (289)	100% (495)	100% (530)	100% (470)	100% (297)	100% (2081)

Chi-Square	D.F.	Significance
35.48117	4	.0000

Gamma= .18618

Number of Missing Observations = 469

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B98. More Money Source: Transfer Highway Funds to Education? (**MOMON8**) By Respondent's Political Party Affiliation (**PARTY**)

	PARTY				
	Democrat	Republican	Independent	Other	
MOMON8					
Favor	61.7%	50.8%	55.3%	55.6%	
Oppose	38.3%	49.2%	44.7%	44.4%	
Total Column	100% (911)	100% (602)	100% (584)	100% (117)	100% (2214)

Chi-Square	D.F.	Significance
18.21384	3	.0004

Gamma= .09750

Number of Missing Observations = 336

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B99. More Money Source: Transfer Highway Funds to Education? (MOMON8) By Respondent's Sex (SEX)

MOMON8	SEX		
	Male	Female	
Favor	51.3%	61.2%	
Oppose	48.7%	38.8%	
Total	100%	100%	100%
Column	(928)	(1394)	(2322)

Chi-Square	D.F.	Significance
21.89559	1	.0000

Gamma= -.19911

Number of Missing Observations = 228

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B100. More Money Source: Transfer Highway Funds to Education? (MOMON8) By Respondent's Education in Years (EDUC)

		EDUC				
MOMON8		< H.S.	H.S. Only	Some College	College +	
Favor		62.8%	61.7%	57.3%	48.7%	
Oppose		37.2%	38.3%	42.7%	51.3%	
	Total	100%	100%	100%	100%	100%
	Column	(347)	(786)	(548)	(636)	(2317)

Chi-Square	D.F.	Significance
29.59271	3	.0000

Gamma= .16396

Number of Missing Observations = 233

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B101. More Money Source: Transfer Highway Funds to Education? (**MOMON8**) By Respondent's Age in Years (**AGE**)

MOMON8		18-24	25-34	35-50	51-64	65+	
		AGE					
Favor		69.1%	65.5%	56.3%	43.7%	48.8%	
Oppose		30.9%	34.5%	43.7%	56.3%	51.2%	
	Total Column	100% (230)	100% (623)	100% (830)	100% (407)	100% (215)	100% (2305)

Chi-Square	D.F.	Significance
67.41170	4	.0000

Gamma= .24468

Number of Missing Observations = 245

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B102. More Money Source: Transfer Highway Funds to Education? (MOMON8) By Respondent's Marital Status (MARITAL)

	MARITAL			
MOMON8	Married	*Previously Married	Single	
Favor	55.7%	56.5%	65.0%	
Oppose	44.3%	43.5%	35.0%	
Total Column	100% (1571)	100% (405)	100% (340)	100% (2316)

Chi-Square	D.F.	Significance
9.97094	2	.0068

Gamma= -.10466

Number of Missing Observations = 234

* Includes: Divorced, Separated, Widowed

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B103. More Money Source: Transfer Highway Funds to Education?
(**MOMON8**) By Respondent's Housing: Owned or Rented? (**HOUSING**)

	HOUSING		
	Owned	Non-owned	
MOMON8			
Favor	53.9%	67.2%	
Oppose	46.1%	32.8%	
Total Column	100% (1753)	100% (540)	100% (2293)

Chi-Square	D.F.	Significance
29.32629	1	.0000

Gamma= -.27366

Number of Missing Observations = 257

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B104. More Money Source: Transfer Highway Funds to Education? (**MOMON8**) By Respondent's Likelihood to Vote (**VOTER**)

		VOTER		
		No	Yes	
MOMON8				
Favor		64.9%	55.8%	
Oppose		35.1%	44.2%	
	Total	100%	100%	100%
	Column	(390)	(1943)	(2333)

Chi-Square	D.F.	Significance
10.58167	1	.0011

Gamma= .18811

Number of Missing Observations = 217

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B105. Extra Monies: Minimize Beginning Salary for Teachers (EXTRA1) By Respondent's Education in Years (EDUC)

	EDUC				
EXTRA1	< H.S.	H.S. Only	Some College	College +	
Very Important	25.3%	26.7%	32.2%	43.9%	
Important	56.7%	58.6%	54.1%	44.9%	
Not Important	17.9%	14.7%	13.8%-	11.2%	
Total Column	100% (379)	100% (824)	100% (566)	100% (677)	100% (2446)

Chi-Square	D.F.	Significance
63.84389	6	.0000

Gamma= -.19078

Number of Missing Observations = 104

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B106. Extra Monies: Minimize Beginning Salary for Teachers (EXTRA1) By Respondent's Residence (RESID)

	RESID						
EXTRA1	Farm	Rural Area	Town <10K	City 10K-50K	City 50K-100K	City 100K+	
Very Important	23.5%	27.8%	34.6%	33.2%	40.4%	38.4%	
Important	51.7%	56.0%	50.8%	55.1%	51.9%	51.5%	
Not Important	24.8%	16.2%	14.6%	11.7%	7.7%	10.1%	
Total Column	100% (149)	100% (823)	100% (459)	100% (385)	100% (208)	100% (375)	100% (2399)

Chi-Square	D.F.	Significance
46.97217	10	.0000

Gamma= -.15554

Number of Missing Observations = 151

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B107. Extra Monies: Minimize Beginning Salary for Teachers (EXTRA1) By Respondent's Political Party Affiliation (PARTY)

	PARTY				
EXTRA1	Democrat	Republican	Independent	Other	
Very Important	37.0%	31.3%	27.8%	31.3%	
Important	52.0%	54.1%	56.5%	47.7%	
Not Important	11.0%	14.6%	15.7%	21.1%	
Total	100%	100%	100%	100%	100%
Column	(965)	(629)	(611)	(128)	(2333)

Chi-Square	D.F.	Significance
25.01297	6	.0003

Gamma= .13026

Number of Missing Observations = 217

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B108. Extra Monies: Minimize Beginning Salary for Teachers (EXTRA1) By Respondent's Likelihood to Vote (VOTER)

	VOTER		
EXTRA1	No	Yes	
Very Important	29.9%	33.0%	
Important	52.5%	53.7%	
Not Important	17.6%	13.2%	
Total	100%	100%	100%
Column	(415)	(2046)	(2461)

Chi-Square	D.F.	Significance
5.81055	2	.0547

Gamma= -.09485

Number of Missing Observations = 89

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B109. Extra Monies: Dropout Prevention (**EXTRA2**)
By Respondent's Political Party Affiliation (**PARTY**)

	PARTY				
EXTRA2	Democrat	Republican	Independent	Other	
Very Important	40.9%	32.2%	36.2%	29.5%	
Important	47.2%	51.0%	48.1%	55.8%	
Not Important	11.9%	16.8%	15.7%	14.7%	
Total	100%	100%	100%	100%	100%
Column	(954)	(630)	(616)	(129)	(2329)

Chi-Square	D.F.	Significance
19.67852	6	.0032

Gamma= .09208

Number of Missing Observations = 221

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B110. Extra Monies: Reduce Non-Teaching Duties (**EXTRA3**)
By Respondent's Age in Years (**AGE**)

	AGE					
EXTRA3	18-24	25-34	35-50	51-64	65+	
Very Important	6.9%	11.7%	15.9%	13.6%	15.0%	
Important	40.9%	41.8%	40.3%	48.9%	55.5%	
Not Important	52.2%	46.5%	43.9%	37.5%	29.5%	
Total Column	100% (232)	100% (643)	100% (839)	100% (405)	100% (227)	100% (2346)

Chi-Square	D.F.	Significance
44.83928	8	.0000

Gamma= -.14334

Number of Missing Observations = 204

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B111. Extra Monies: Reduce Non-Teaching Duties (EXTRA3)
By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
EXTRA3					
Very Important	9.0%	10.3%	12.6%	20.0%	
Important	53.1%	44.5%	41.3%	40.2%	
Not Important	37.9%	45.2%	46.1%	39.8%	
Total Column	100% (343)	100% (796)	100% (555)	100% (664)	100% (2358)

Chi-Square	D.F.	Significance
48.06754	6	.0000

Gamma= -.06235

Number of Missing Observations = 192

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B112. Extra Monies: Increase Technology in Classrooms (EXTRA4)
By Respondent's Age in Years (AGE)

	AGE					
EXTRA4	18-24	25-34	35-50	51-64	65+	
Very Important	59.0%	54.5%	55.2%	47.6%	44.3%	
Important	32.6%	39.2%	37.0%	40.3%	43.1%	
Not Important	8.4%	6.3%	7.8%	12.1%	12.6%	
Total Column	100% (239)	100% (668)	100% (881)	100% (437)	100% (246)	100% (2471)

Chi-Square	D.F.	Significance
28.51433	8	.0004

Gamma= .11169

Number of Missing Observations = 79

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B113. Extra Monies: Rewarding Salaries for Teachers (EXTRA5) By Respondent's Education in Years (EDUC)

	EDUC				
EXTRA5	< H.S.	H.S. Only	Some College	College +	
Very Important	36.7%	38.3%	42.7%	45.3%	
Important	54.5%	51.4%	45.7%	39.4%	
Not Important	8.8%	10.3%	11.6%	15.3%	
Total Column	100% (376)	100% (823)	100% (569)	100% (667)	100% (2435)

Chi-Square	D.F.	Significance
34.07165	6	.0000

Gamma= -.03998

Number of Missing Observations = 115

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B114. Extra Monies: Reduce Size of Class (EXTRA6)
By Respondent's Age in Years (AGE)

	AGE					
EXTRA6	18-24	25-34	35-50	51-64	65+	
Very Important	26.5%	35.8%	40.7%	33.1%	28.2%	
Important	46.6%	46.2%	46.8%	49.3%	61.8%	
Not Important	26.9%	18.0%	12.5%	17.6%	10.0%	
Total	100%	100%	100%	100%	100%	100%
Column	(238)	(654)	(857)	(414)	(241)	(2404)

Chi-Square	D.F.	Significance
58.69799	8	.0000

Gamma= -.04947

Number of Missing Observations = 146

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B115. Extra Monies: Reduce Size of Class (EXTRA6)
By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
EXTRA6					
Very Important	27.2%	30.3%	39.3%	42.4%	
Important	57.7%	51.2%	43.4%	44.6%	
Not Important	15.1%	18.5%	17.3%	13.0%	
Total Column	100% (364)	100% (822)	100% (567)	100% (663)	100% (2416)

Chi-Square	D.F.	Significance
44.94632	6	.0000

Gamma= -.14136

Number of Missing Observations = 134

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B116. Extra Monies: Reduce Size of Class (EXTRA6)
By: Does Respondent Have Children in School? (SCHKIDS)

	SCHKIDS			
EXTRA6	Public	Private	No	
Very Important	39.6%	42.7%	32.1%	
Important	46.2%	50.9%	50.0%	
Not Important	14.2%	6.3%	17.9%	
Total Column	100% (844)	100% (110)	100% (1473)	100% (2427)

Chi-Square	D.F.	Significance
23.38847	4	.0001

Gamma= .13874

Number of Missing Observations = 123

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B117. Extra Monies: Reduce Size of Class (**EXTRA6**)
By Respondent's Sex (**SEX**)

	SEX		
EXTRA6	Male	Female	
Very Important	27.2%	40.3%	
Important	50.6%	47.4%	
Not Important	22.1%	12.3%	
Total Column	100% (940)	100% (1483)	100% (2423)

Chi-Square	D.F.	Significance
63.10592	2	.0000

Gamma= -.27709

Number of Missing Observations = 127

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B118. Extra Monies: Better School Buildings (**EXTRA8**)
By Respondent's Family Income (**INCOME**)

	INCOME					
EXTRA8	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Very Important	30.5%	25.2%	25.7%	23.8%	19.5%	
Important	51.4%	58.3%	52.2%	53.4%	50.5%	
Not Important	18.1%	16.4%	22.1%	22.8%	30.0%	
Total Column	100% (321)	100% (535)	100% (552)	100% (496)	100% (307)	100% (2211)

Chi-Square	D.F.	Significance
30.17331	8	.0002

Gamma= .11719

Number of Missing Observations = 339

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B119. Extra Monies: Better School Buildings (**EXTRA8**)
By Respondent's Political Party Affiliation (**PARTY**)

	PARTY				
EXTRA8	Democrat	Republican	Independent	Other	
Very Important	31.7%	19.3%	20.9%	24.2%	
Important	53.4%	53.0%	54.5%	49.2%	
Not Important	14.9%	27.8%	24.5%	26.6%	
Total Column	100% (978)	100% (627)	100% (611)	100% (128)	100% (2344)

Chi-Square	D.F.	Significance
65.30031	6	.0000

Gamma= .18455

Number of Missing Observations = 206

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B120. Extra Monies: Better School Buildings (EXTRA8) By Number of Respondent's Children in School? (SCHKIDS)

	SCHKIDS			
EXTRA8	Public	Private	No	
Very Important	29.0%	21.8%	23.5%	
Important	54.8%	47.3%	53.5%	
Not Important	16.2%	30.9%	23.0%	
Total Column	100% (858)	100% (110)	100% (1504)	100% (2472)

Chi-Square	D.F.	Significance
25.53499	4	.0000

Gamma= .13312

Number of Missing Observations = 78

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B121. Extra Monies: Better School Buildings (EXTRA8) By Respondent's Race (RACE)

	RACE		
EXTRA8	White	Non-white	
Very Important	22.8%	35.9%	
Important	53.6%	53.6%	
Not Important	23.6%	10.5%	
Total Column	100% (1961)	100% (496)	100% (2457)

Chi-Square	D.F.	Significance
59.21932	2	.0000

Gamma= -.33226

Number of Missing Observations = 93

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B122. Extra Monies: Better School Buildings (EXTRA8)
By Respondent's Sex (SEX)

	SEX		
EXTRA8	Male	Female	
Very Important	19.9%	28.9%	
Important	54.4%	53.1%	
Not Important	25.6%	18.0%	
Total Column	100% (968)	100% (1501)	100% (2469)

Chi-Square	D.F.	Significance
35.20630	2	.0000

Gamma= -.21059

Number of Missing Observations = 81

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B123. Extra Monies: Pay More to Attract Quality Teachers (**EXTRA9**)
By Respondent's Family Income (**INCOME**)

	INCOME					
EXTRA9	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Very Important	36.6%	39.6%	42.4%	47.1%	53.8%	
Important	48.7%	48.1%	46.9%	44.9%	37.5%	
Not Important	14.6%	12.3%	10.6%	8.0%	8.7%	
Total Column	100% (314)	100% (528)	100% (554)	100% (499)	100% (312)	100% (2207)

Chi-Square	D.F.	Significance
31.09577	8	.0001

Gamma= -.14234

Number of Missing Observations = 343

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B124. Extra Monies: Pay More to Attract Quality Teachers (**EXTRA9**)
By Respondent's Residence (**RESID**)

	RESID						
EXTRA9	Farm	Rural Area	Town <10K	City 10K-50K	City 50K-100K	City 100K+	
Very Important	33.8%	39.5%	45.9%	45.5%	51.4%	49.6%	
Important	45.7%	48.7%	42.6%	45.3%	41.0%	42.5%	
Not Important	20.5%	11.8%	11.6%	9.2%	7.6%	7.9%	
Total	100%	100%	100%	100%	100%	100%	100%
Column	(151)	(833)	(458)	(391)	(210)	(379)	(2422)

Chi-Square	D.F.	Significance
37.63207	10	.0000

Gamma= -.13469

Number of Missing Observations = 128

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B125. Extra Monies: Pay More to Attract Quality Teachers (**EXTRA9**)
By Respondent's Likelihood to Vote (**VOTER**)

	VOTER		
EXTRA9	No	Yes	
Very Important	34.2%	45.8%	
Important	48.4%	44.7%	
Not Important	17.3%	9.5%	
Total	100%	100%	100%
Column	(415)	(2063)	(2478)

Chi-Square	D.F.	Significance
30.93345	2	.0000

Gamma= -.24034

Number of Missing Observations = 72

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B126. Extra Monies: Pay More to Attract Quality Teachers (**EXTRA9**) By Respondent's Age in Years (**AGE**)

	AGE					
EXTRA9	18-24	25-34	35-50	51-64	65+	
Very Important	35.9%	41.3%	47.7%	44.1%	46.2%	
Important	49.4%	48.5%	42.6%	42.9%	43.8%	
Not Important	14.8%	10.2%	9.7%	13.1%	10.0%	
Total Column	100% (237)	100% (668)	100% (873)	100% (429)	100% (251)	100% (2458)

Chi-Square	D.F.	Significance
18.66211	8	.0168

Gamma= -.06059

Number of Missing Observations = 92

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B127. Extra Monies: Pay More to Attract Quality Teachers (EXTRA9) By Respondent's Education in Years (EDUC)

	EDUC				
	< H.S.	H.S. Only	Some College	College +	
EXTRA9					
Very Important	32.9%	38.7%	47.6%	53.3%	
Important	50.7%	48.3%	44.0%	39.5%	
Not Important	16.4%	13.1%	8.4%	7.2%	
Total	100%	100%	100%	100%	100%
Column	(383)	(835)	(573)	(679)	(2470)

Chi-Square	D.F.	Significance
66.84694	6	.0000

Gamma= -.21711

Number of Missing Observations = 80

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B128. Extra Monies: Pay More to Attract Quality Teachers (EXTRA9)
By Respondent's Political Orientation (POLITICS)

	POLITICS					
EXTRA9	Liberal	Slightly Liberal	Moderate	Slightly Conservative	Conservative	
Very Important	49.7%	44.7%	44.9%	42.6%	41.2%	
Important	40.7%	45.7%	46.2%	49.2%	44.1%	
Not Important	9.6%	9.6%	8.9%	8.2%	14.7%	
Total	100%	100%	100%	100%	100%	100%
Column	(356)	(188)	(744)	(366)	(605)	(2259)

Chi-Square	D.F.	Significance
21.61960	8	.0057

Gamma= .08386

Number of Missing Observations = 291

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B129. Extra Monies: Keep Teacher Qualifications High (EXTRA10) By Respondent's Education in Years (EDUC)

	EDUC				
EXTRA10	< H.S.	H.S. Only	Some College	College +	
Very Important	56.8%	65.4%	74.1%	73.5%	
Important	40.3%	33.0%	25.0%	24.6%	
Not Important	2.8%	1.7%	.9%	1.9%	
Total	100%	100%	100%	100%	100%
Column	(387)	(846)	(579)	(678)	(2490)

Chi-Square	D.F.	Significance
46.90827	6	.0000

Gamma= -.19382

Number of Missing Observations = 60

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B130. Extra Monies: Keep Teacher Qualifications High (**EXTRA10**)
By Respondent's Family Income (**INCOME**)

	INCOME					
EXTRA10	< $10K	$10K-20K	$20K-30K	$30K-50K	$50K+	
Very Important	57.7%	66.6%	69.4%	73.7%	72.1%	
Important	39.2%	31.5%	29.0%	25.7%	26.6%	
Not Important	3.1%	1.9%	1.6%	.6%	1.3%	
Total	100%	100%	100%	100%	100%	100%
Column	(319)	(539)	(558)	(502)	(312)	(2230)

Chi-Square	D.F.	Significance
30.44377	8	.0002

Gamma= -.15071

Number of Missing Observations = 320

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B131. Extra Monies: Keep Teacher Qualifications High (EXTRA10) By Number of Respondent's Children in School? (SCHKIDS)

	SCHKIDS			
EXTRA10	Public	Private	No	
Very Important	67.1%	77.5%	68.3%	
Important	31.1%	19.8%	30.2%	
Not Important	1.9%	2.7%	1.6%	
Total	100%	100%	100%	100%
Column	(859)	(111)	(1528)	(2498)

Chi-Square	D.F.	Significance
6.66772	4	.1545

Gamma= -.01646

Number of Missing Observations = 52

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B132. Extra Monies: Keep Teacher Qualifications High (**EXTRA10**)
By Respondent's Race (**RACE**)

	RACE		
	White	Non-white	
EXTRA10			
Very Important	70.8%	58.3%	
Important	27.7%	39.3%	
Not Important	1.6%	2.5%	
Total Column	100% (1996)	100% (489)	100% (2485)

Chi-Square	D.F.	Significance
28.51584	2	.0000

Gamma= .26290

Number of Missing Observations = 65

Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Table B133. Extra Monies: Keep Teacher Qualifications High (**EXTRA10**) By Respondent's Likelihood to Vote (**VOTER**)

	VOTER		
EXTRA10	No	Yes	
Very Important	59.6%	70.0%	
Important	37.8%	28.5%	
Not Important	2.6%	1.5%	
Total Column	100% (418)	100% (2080)	100% (2498)

Chi-Square	D.F.	Significance
18.07144	2	.0001

Gamma= -.22310

Number of Missing Observations = 52

Source:

Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Appendix C

Figures

Figure 1.1
Survey Respondent Profile:
"Financing Education Reform In The Southeast"

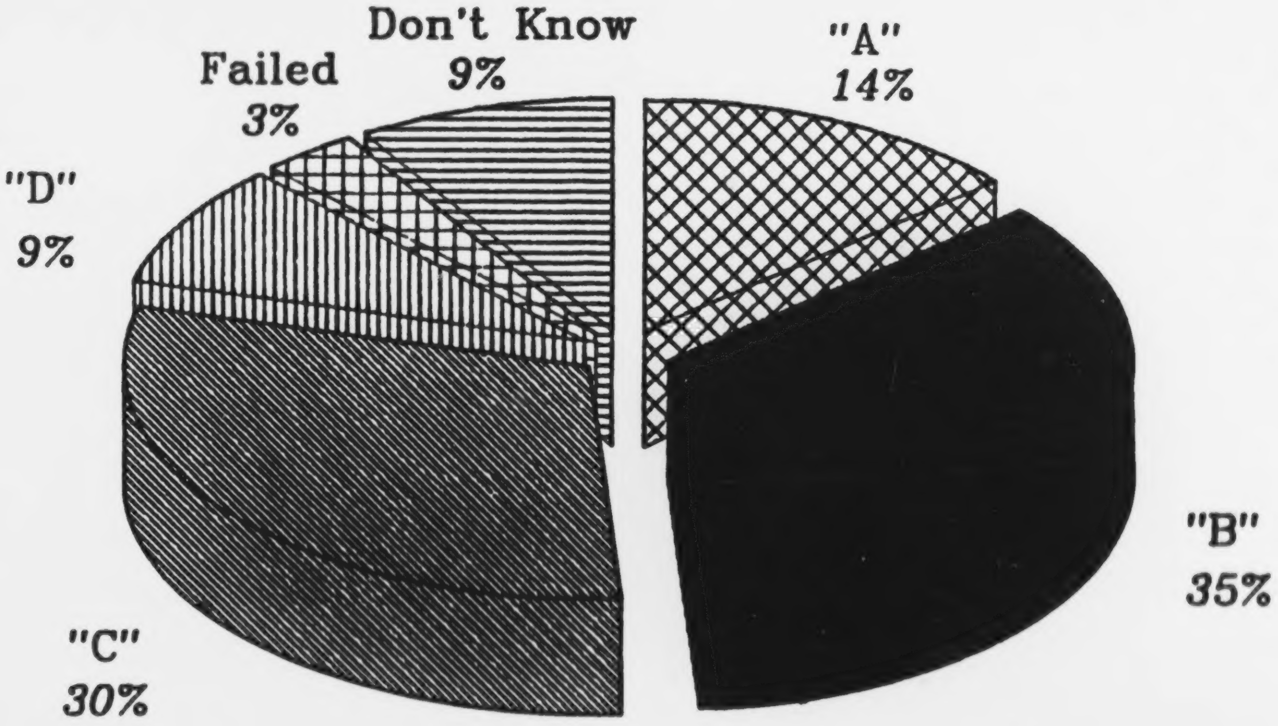
Sample Size: N = 2,550; Overall Sample Error = 2%

AL: 419
FL: 429
GA: 430
MS: 429
NC: 416
SC: 427

Respondent Profile:

Female = 60.9%
White = 80.0%
College = 27.2%
Married = 68.0%
$30,000+ = 34.1%
Rural = 46.9%
With School Kids = 38.4%
Probable Voter = 83.3%
Employed Full-Time = 58.2%

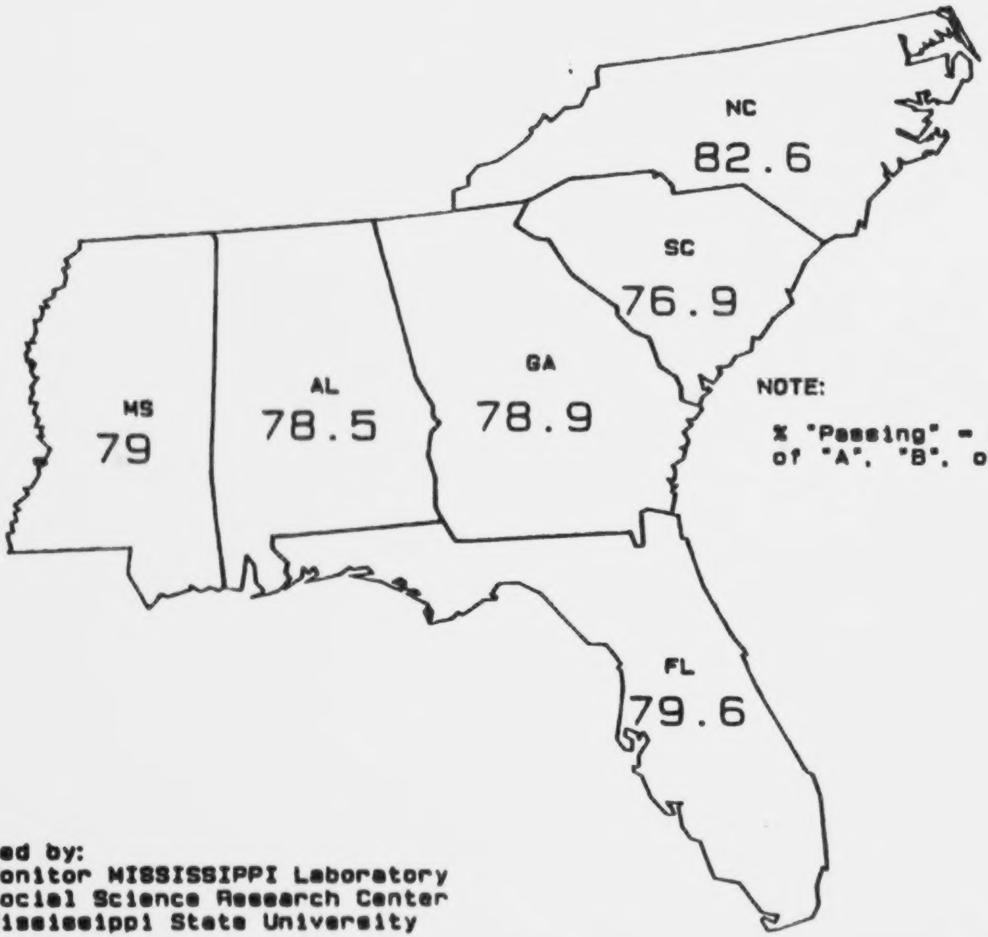
Figure 2.1
A Report Card for Public Schools in the Southeast



Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Public School Report Card: % "Passing"

Figure 2.2 PCTPASS

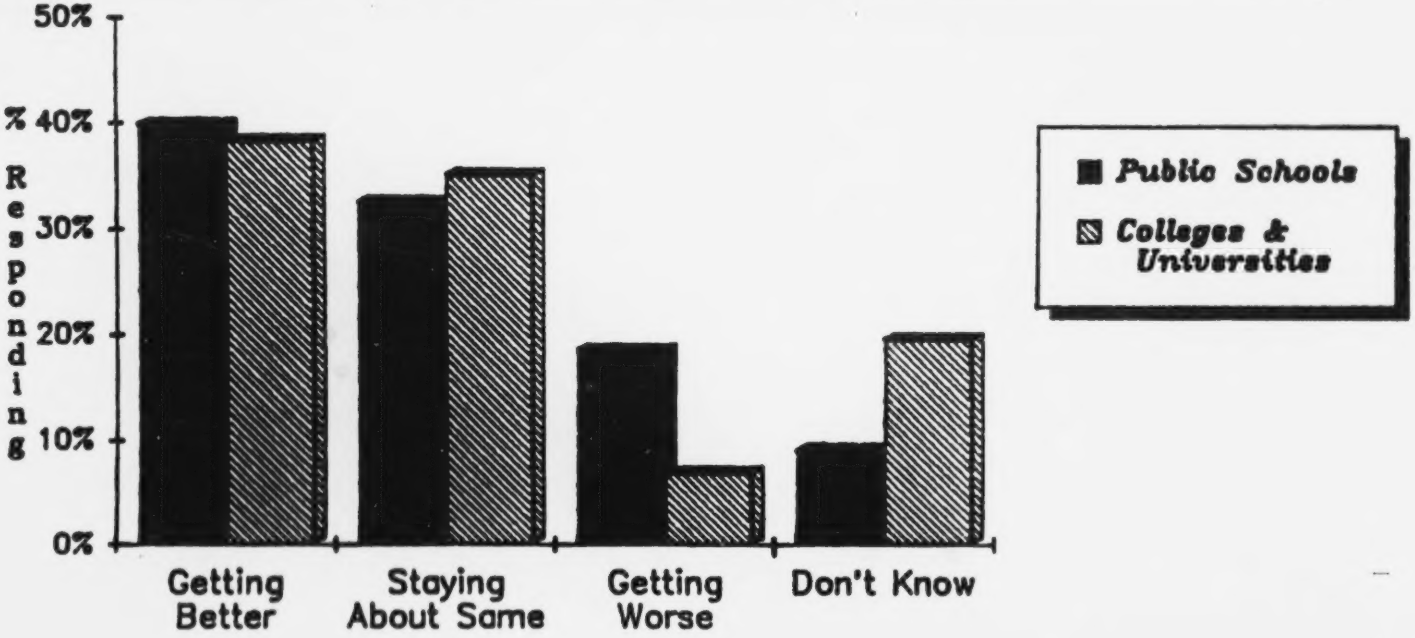

NC
82.6
SC
76.9
GA
78.9
AL
78.5
MS
79
FL
79.6

NOTE:

% "Passing" = A Grade of "A", "B", or "C"

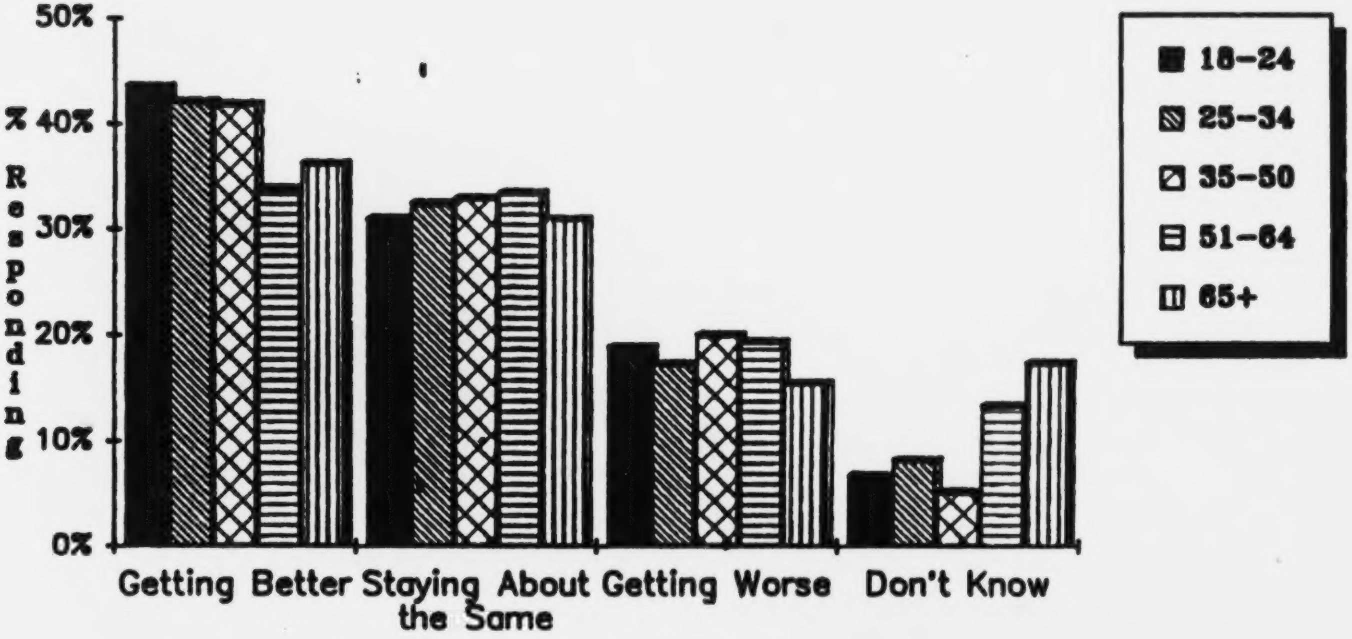
Produced by:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Figure 2.3
Public Opinion Toward Improvement in Public Schools and Colleges & Universities



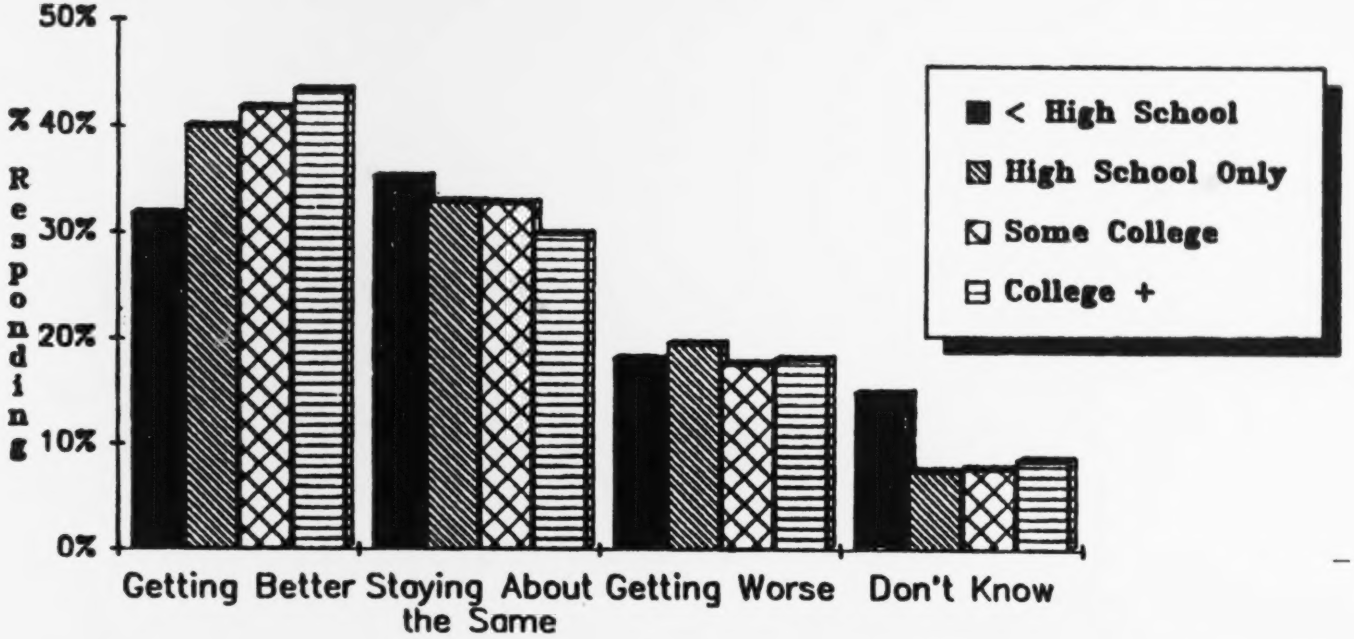
Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Figure 2.4
Public Opinion On:
Public School (K-12) Improvement By Age



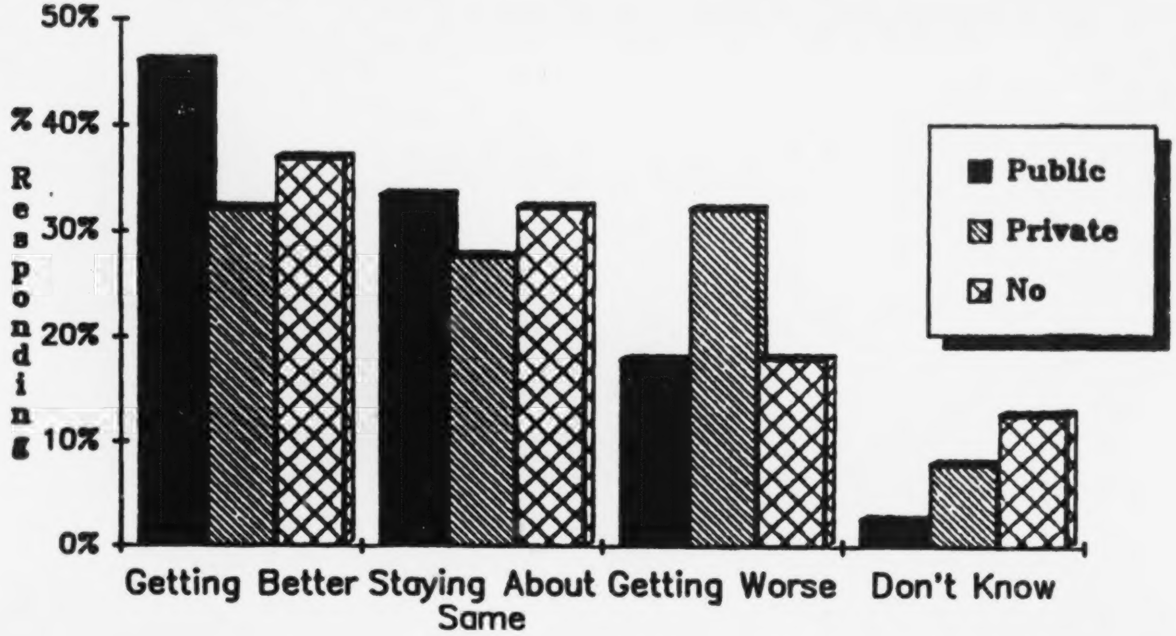
Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Figure 2.5
Public Opinion On:
Public School (K-12) Improvement By Education



Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

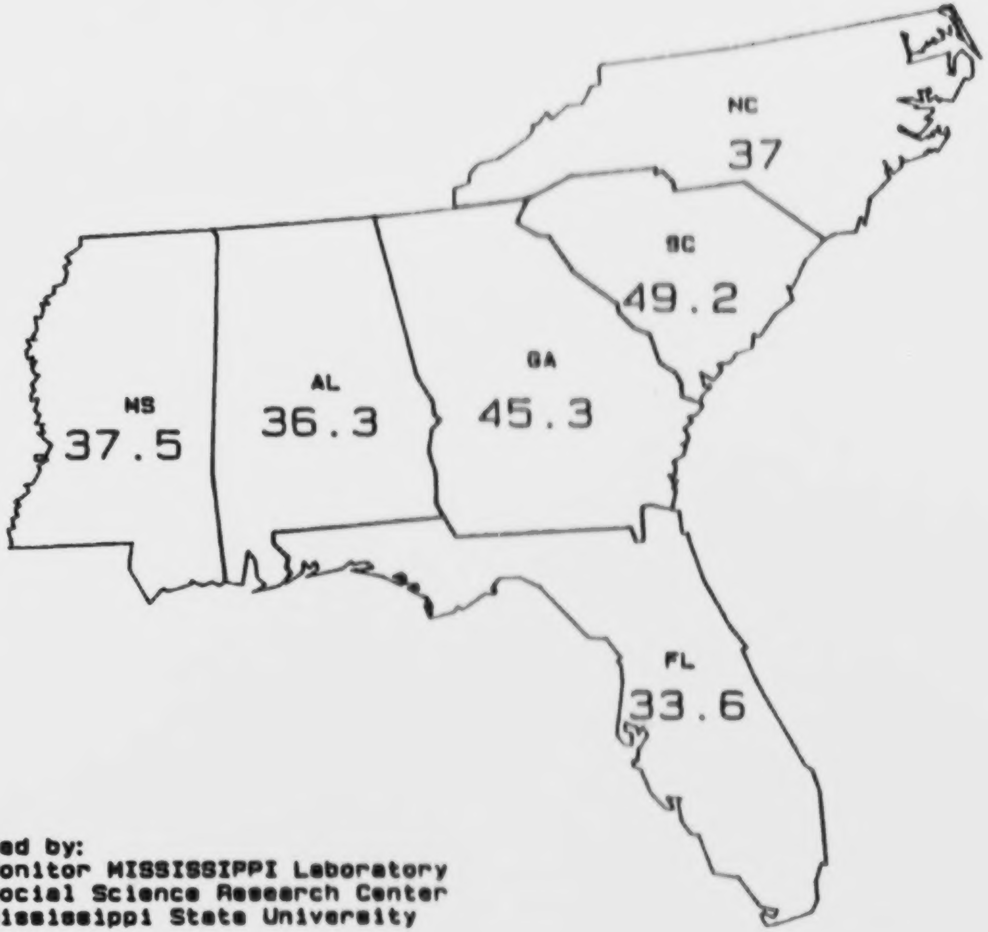
Figure 2.6
Public Opinion On:
Public School (K–12) Improvement
By Status Of School Children



Source:
Monitor MISSISSIPPI Laboratory
Social Science Research Center
Mississippi State University

Public Schools (K-12): % "Getting Better"

Figure 2.7 K_12IMP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Universities & Colleges: % Getting Better

Figure 2.8

COLLIMP

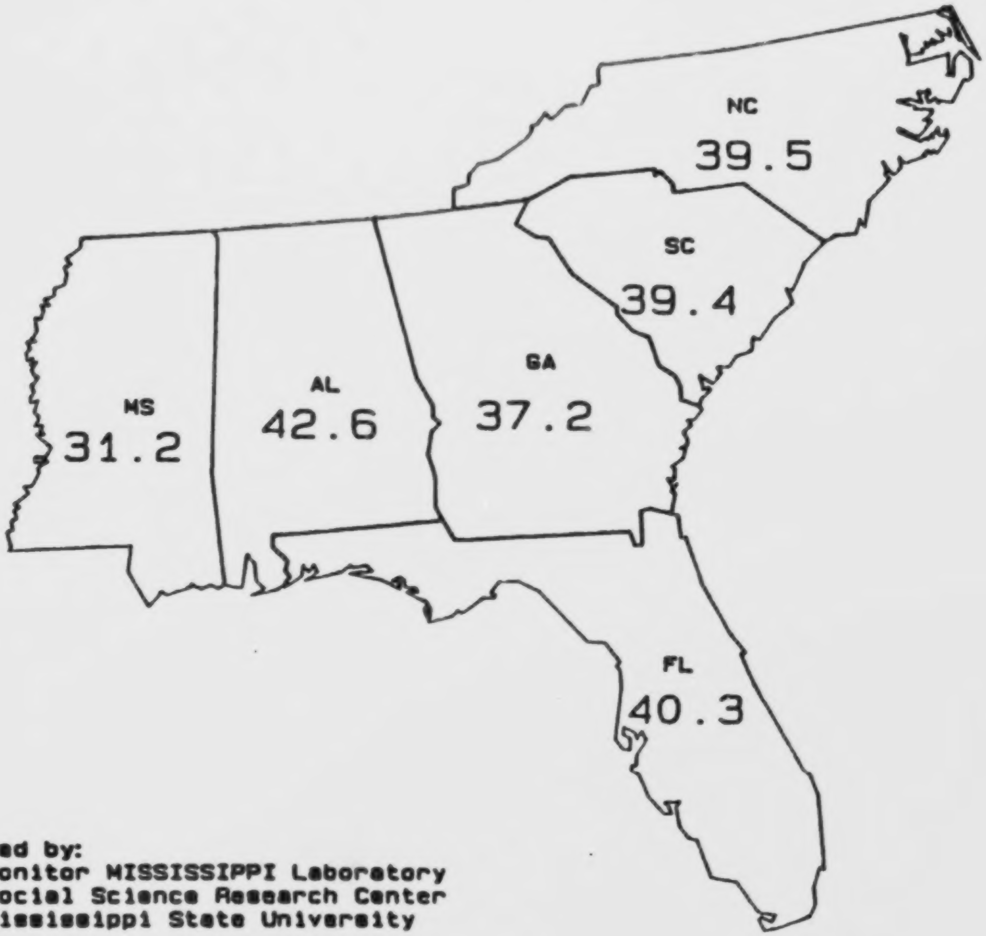
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Figure 3.1
Accuracy of Public Awareness of Comprehensive Education Reform Programs

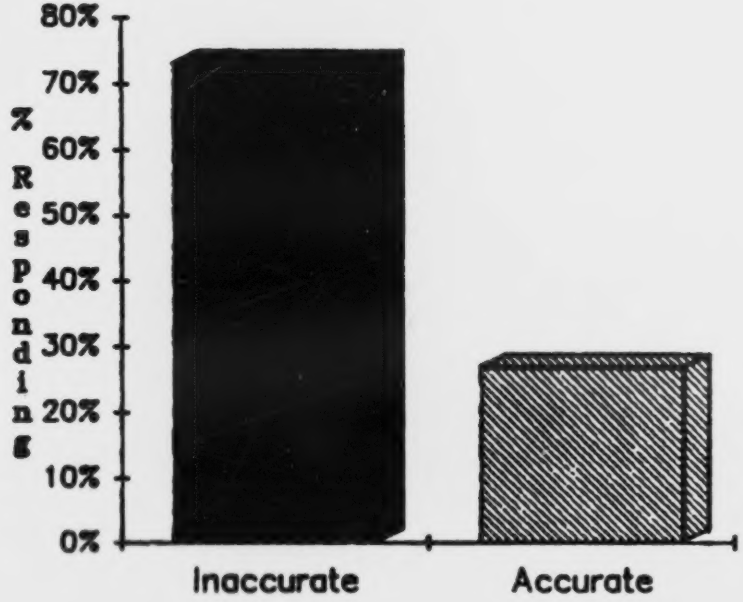

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Figure 3.2
Public Awareness Accuracy of Reform
By Education

C11

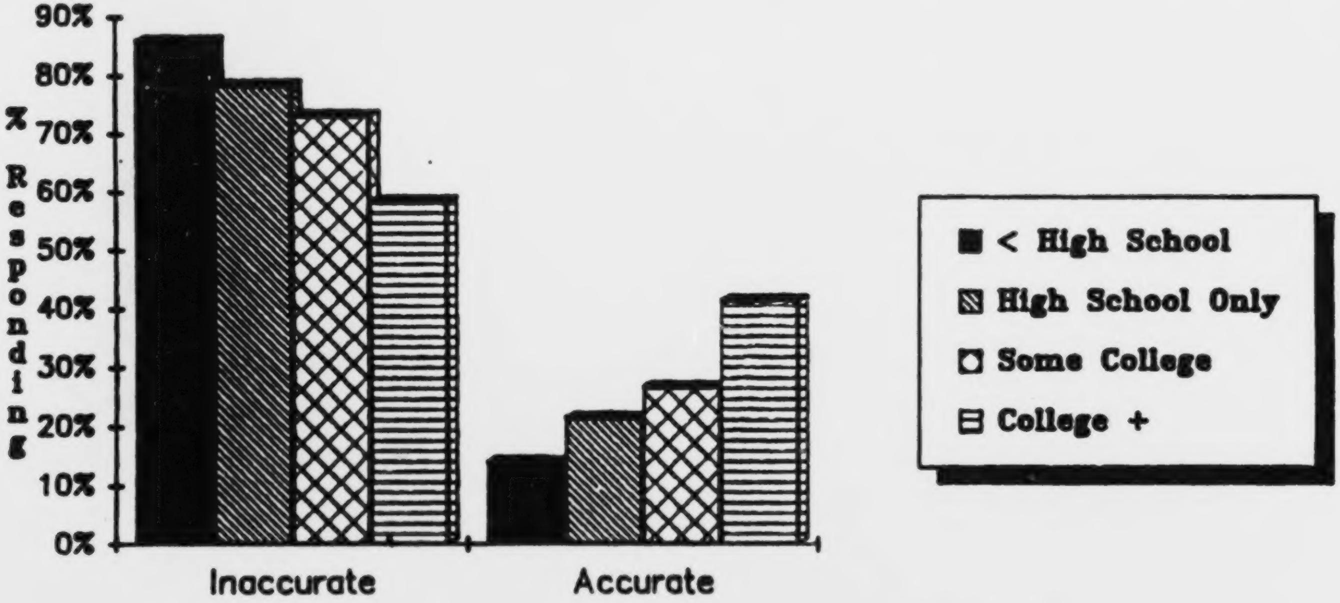

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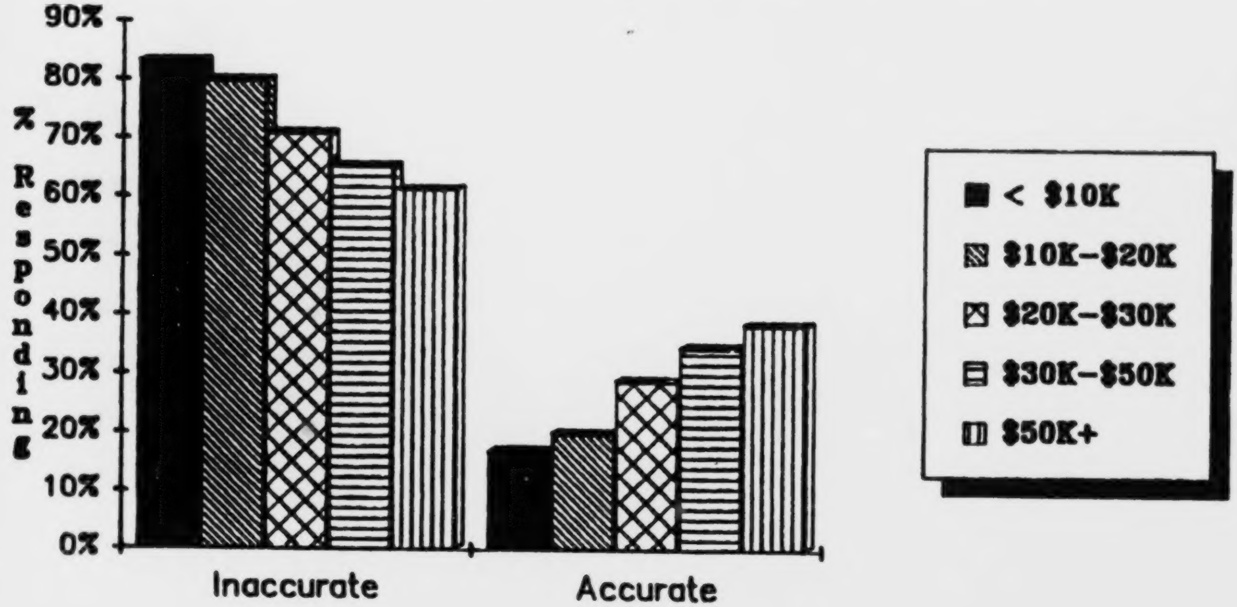
Figure 3.3
Public Awareness Accuracy of Reform By Income



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Awareness Of Education Reform: % Correct

Figure 3.4

REFKNOW

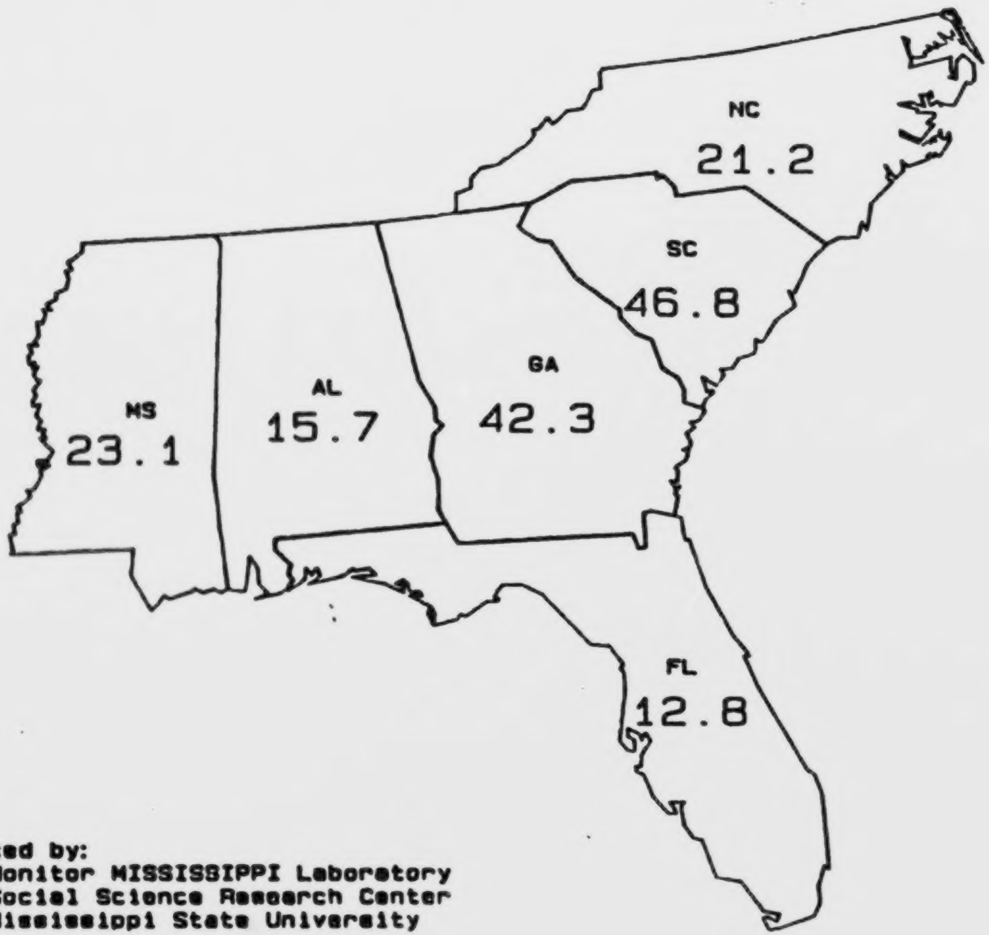
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Figure 3.5
Has Education Reform Program Helped Improve Public Schools?

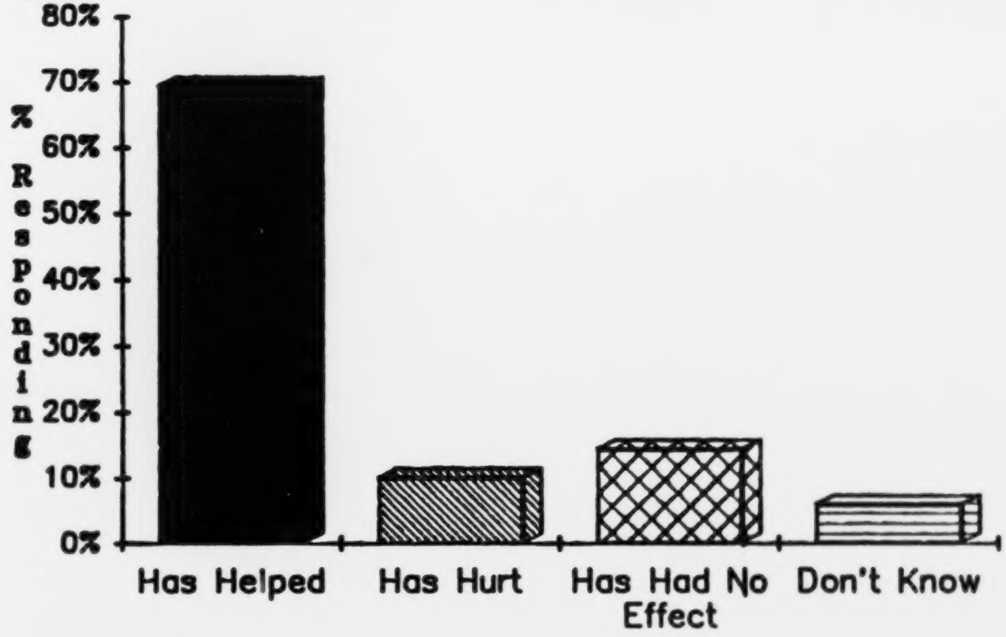

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Figure 3.6
Higher Academic Achievement Standards:
Do They Help or Hurt Students From Poor Families?

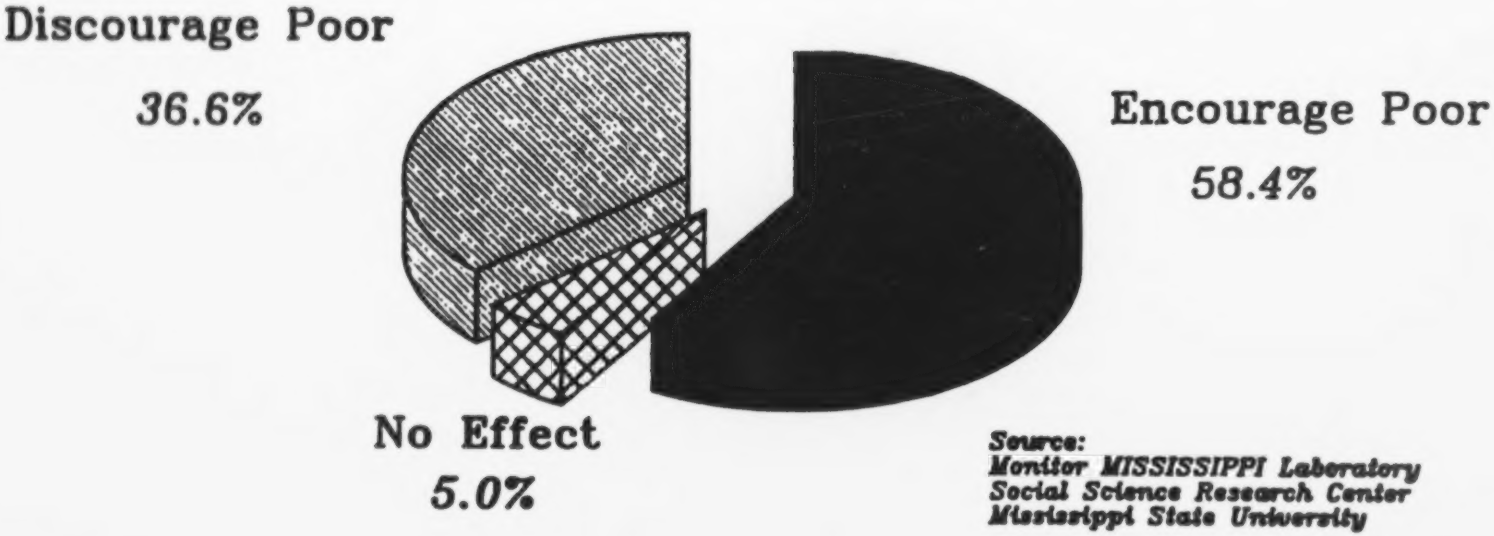

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Figure 3.7
Public Opinion On:
Will Raising Achievement Standards Hurt Poor Students
By Race

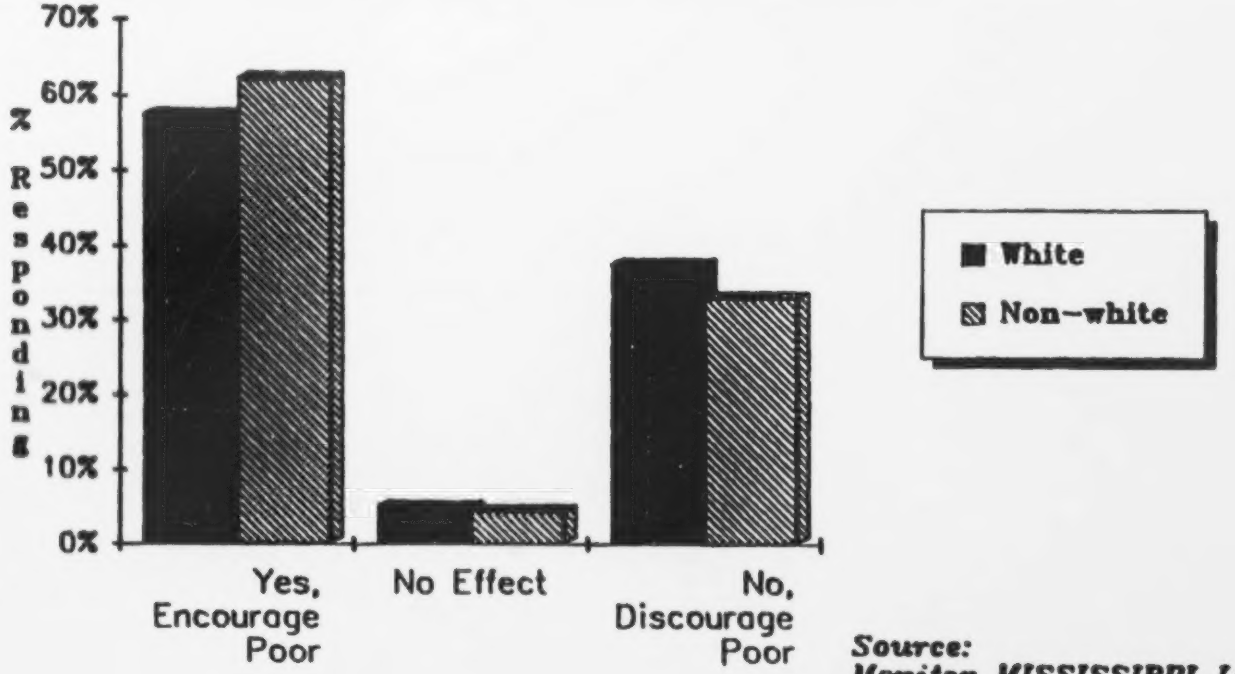

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Figure 3.8
Public Opinion On:
Will Raising Achievement Standards Hurt Poor Students
By Income

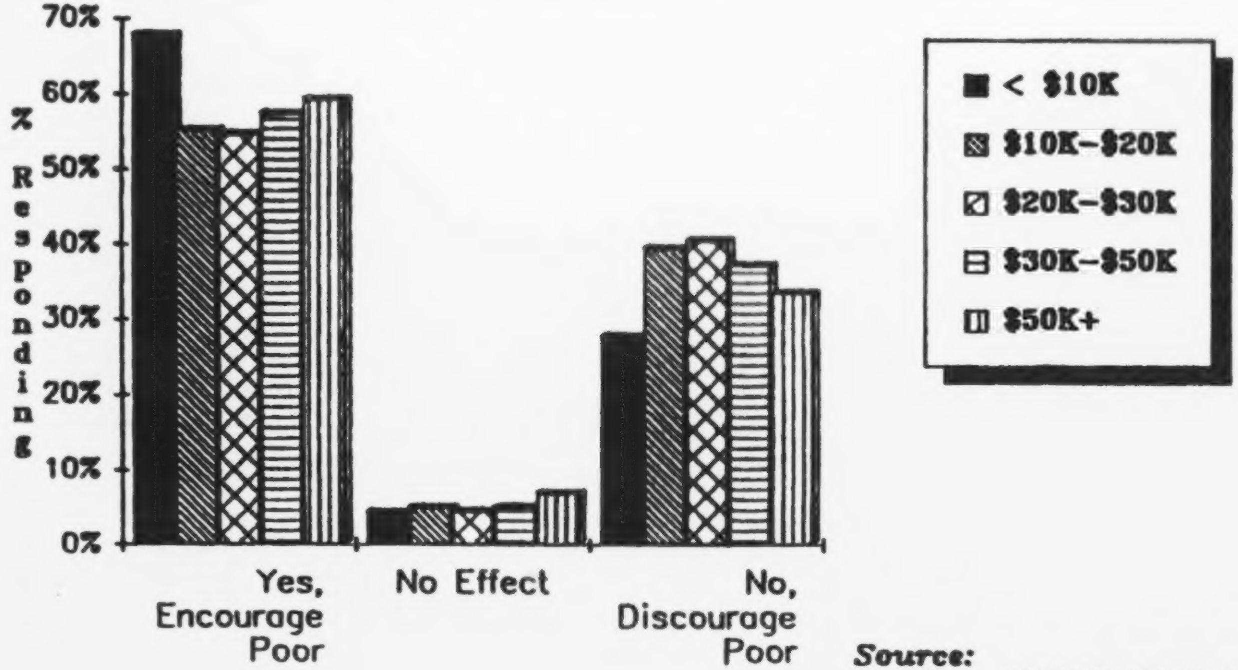

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Figure 3.9
Public Opinion On:
"Should School Districts Be Equal On
Per-Pupil Expenditures?"

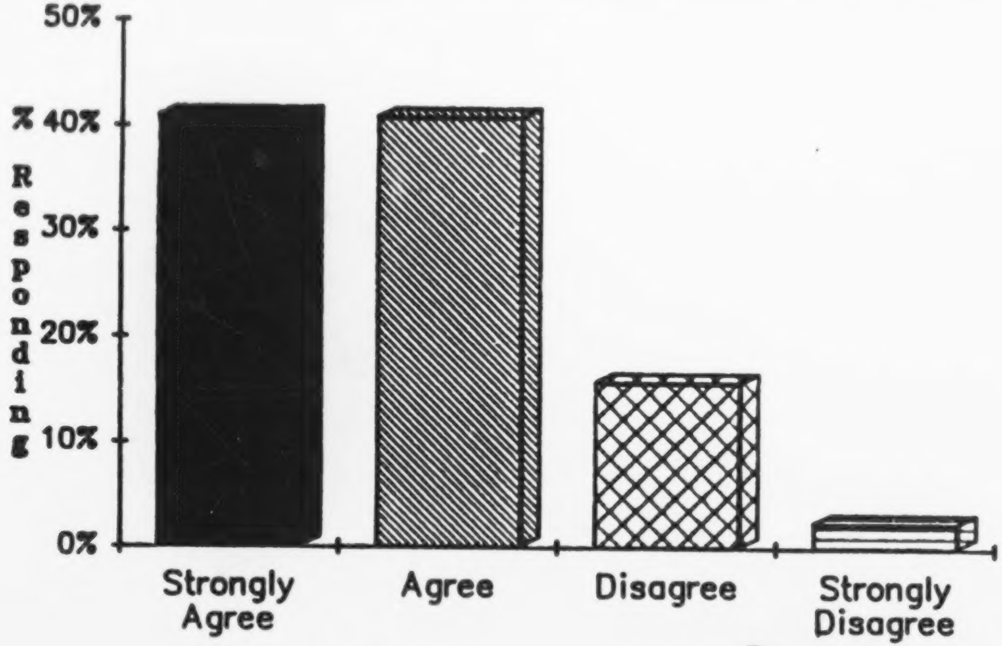

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Figure 3.10
Public Opinion On:
Should Per–Pupil Expenditures for School Districts Be Equal By Race

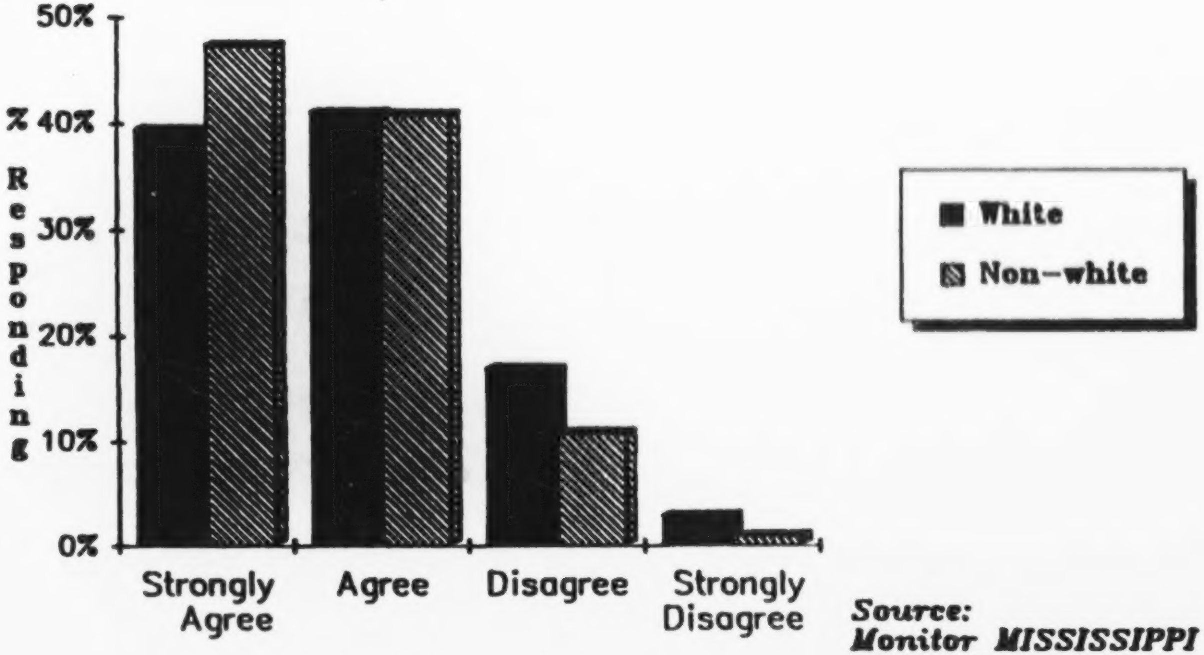

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Figure 3.11
Public Opinion On:
Should Per-Pupil Expenditures for School Districts Be Equal By Income

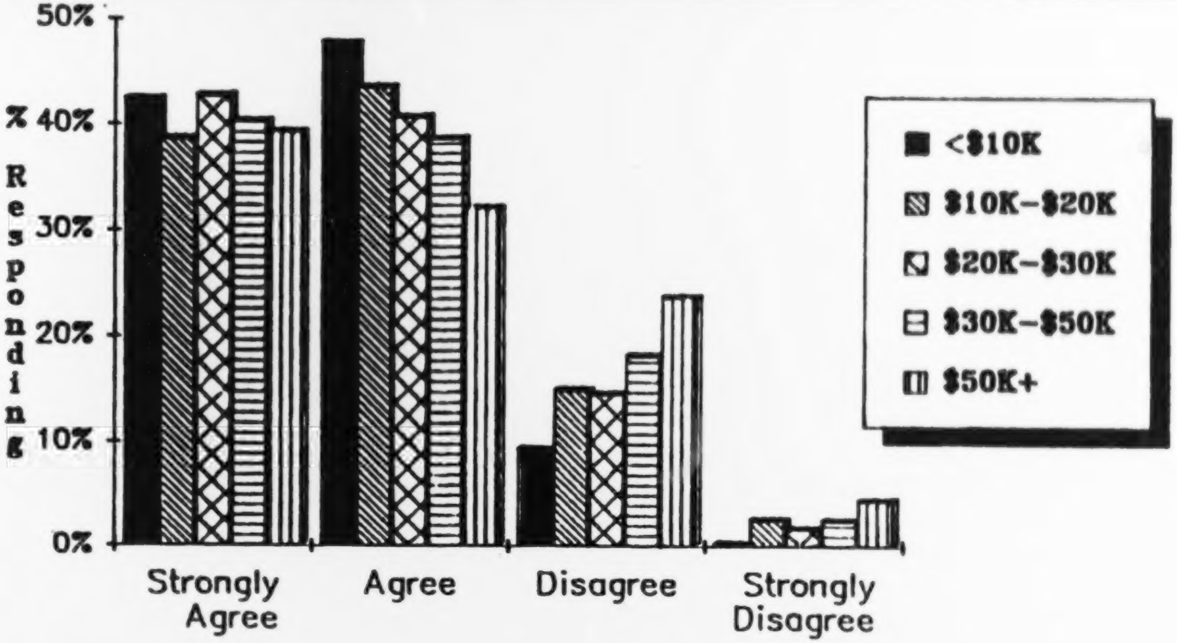

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Figure 3.12
For School Finance Equalization: Limit "High" Districts Or Give To "Low" Districts?

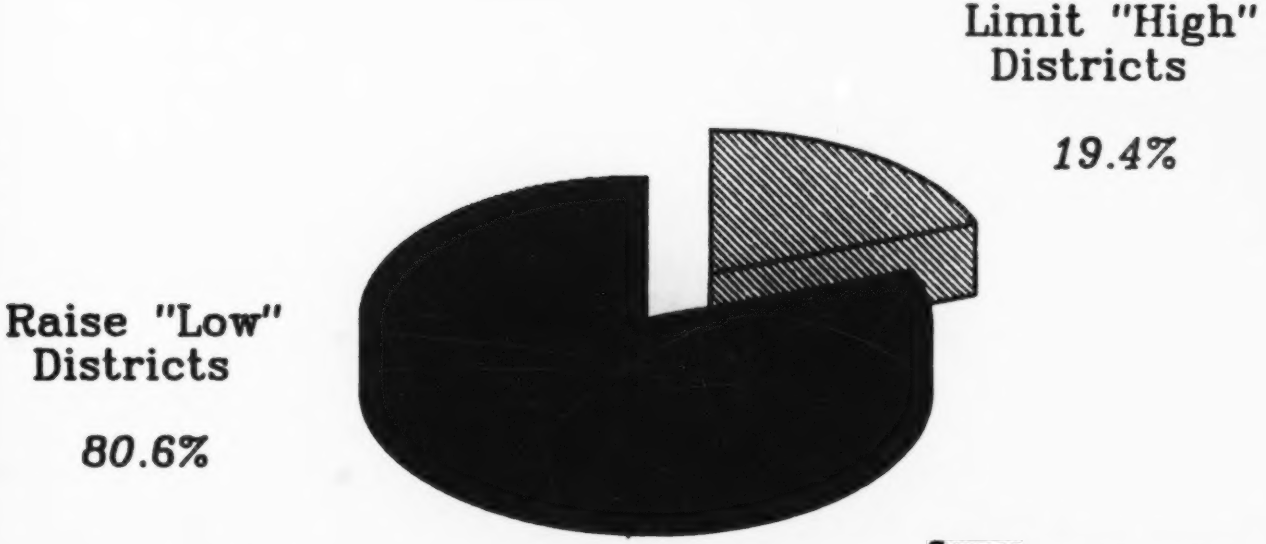

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Figure 3.13
For School Finance Equalization: Limit "High" Districts Or Give To "Low" Districts By Race

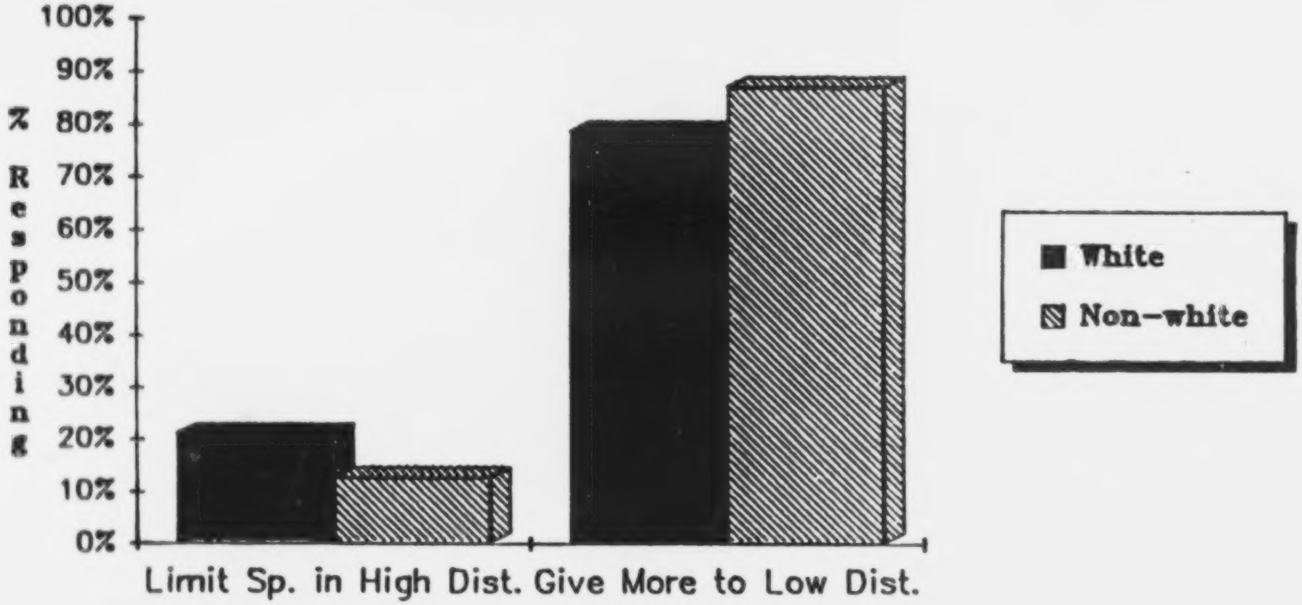

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Figure 3.14
For School Finance Equalization: Limit "High" Districts Or Give To "Low" Districts By Income

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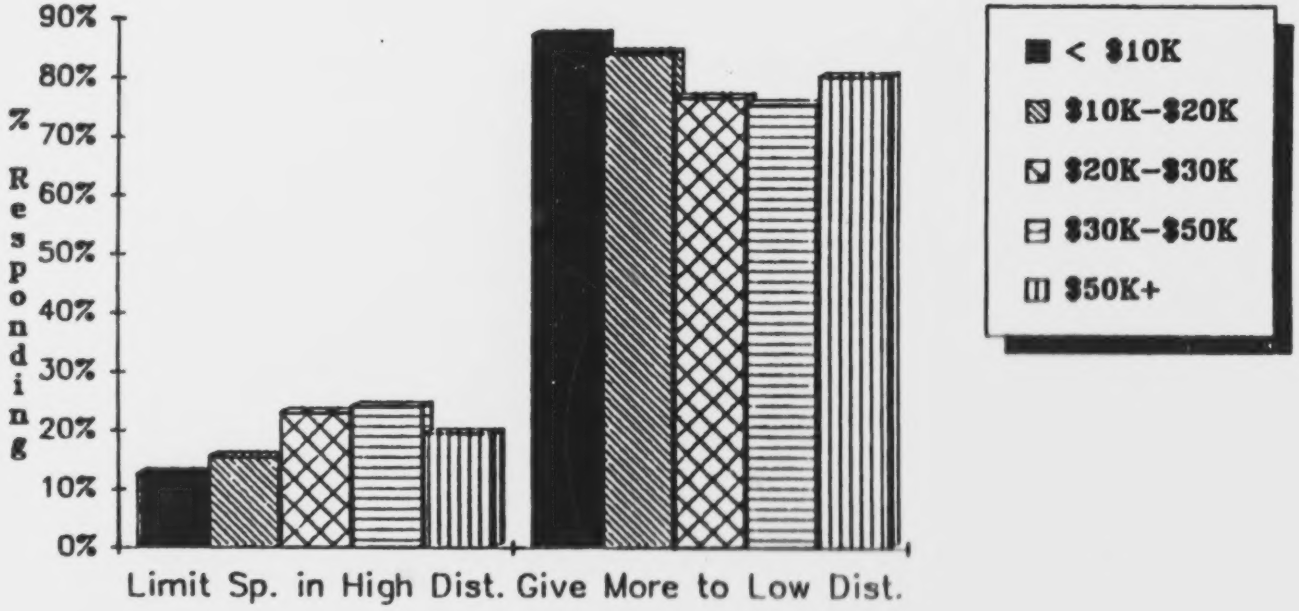

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Figure 3.15
Public Opinion On:
"Should Education Expenditures Be Related To Local Wealth?"

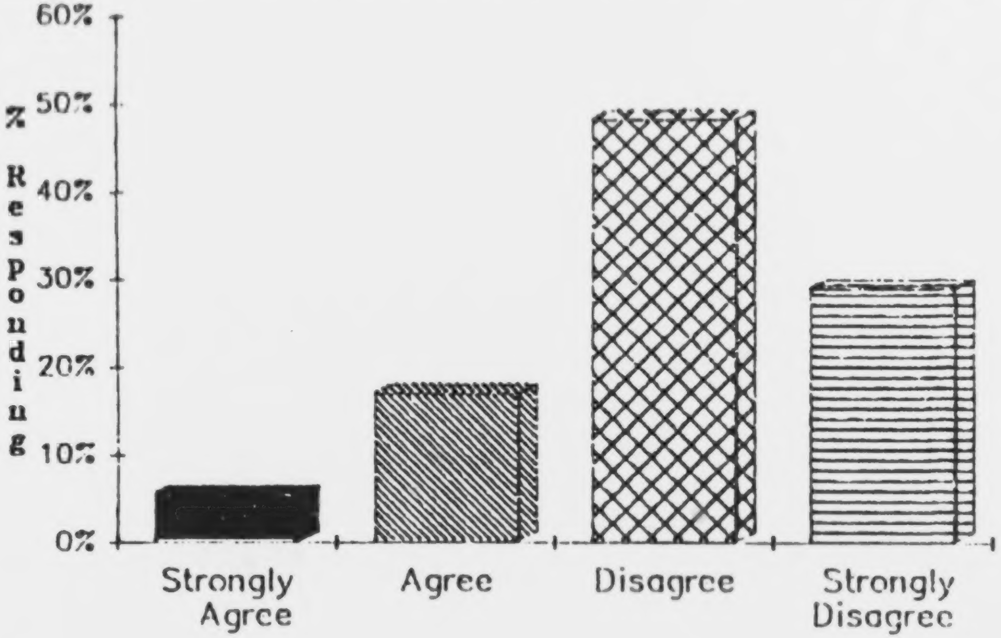

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Figure 3.16
Public Opinion On:
Should Expenditures Be Related To Local Wealth
By Income

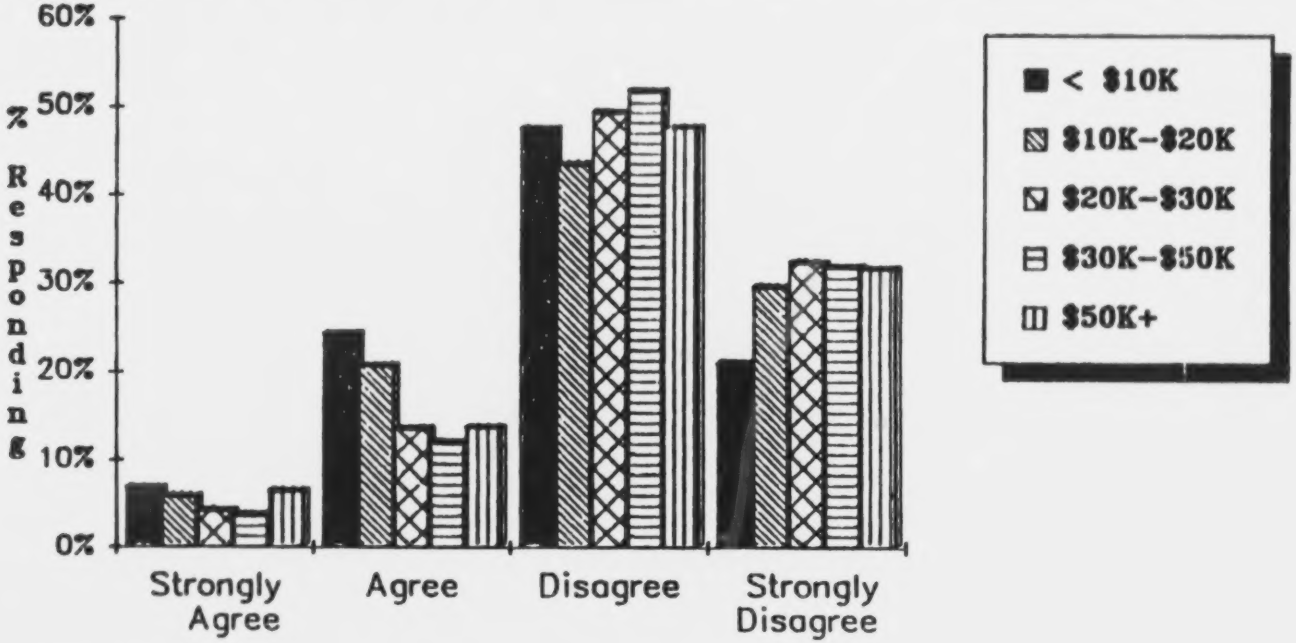

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Figure 3.17
Public Opinion On School Finance Equity Plan: Minimum Property Tax With State "Equalization" Contribution

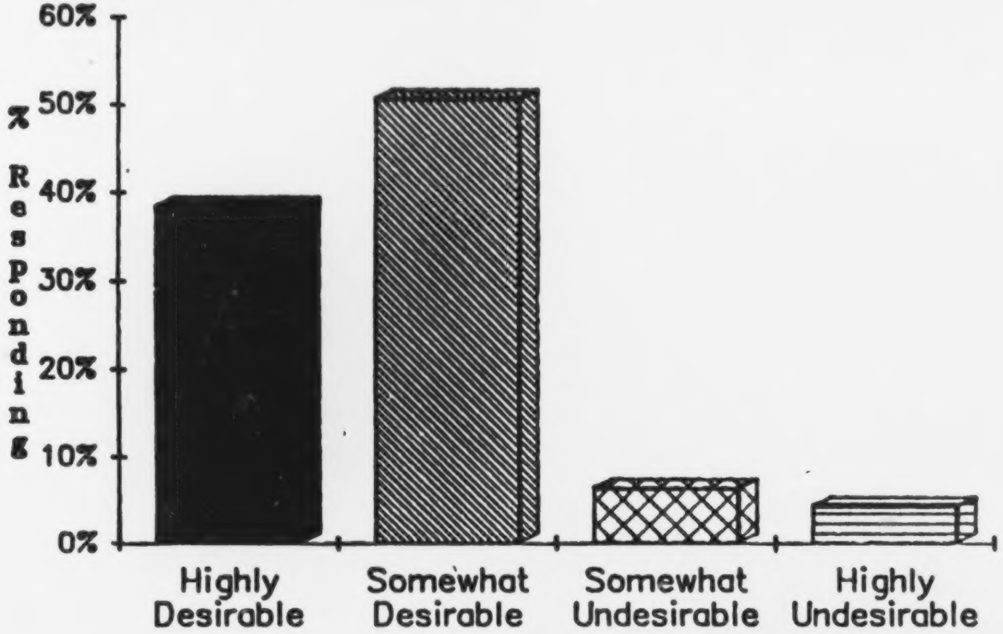

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Figure 3.18
Public Opinion On School Finance Equity Plan: Minimum Property Tax + State "Equalization" Contribution By Race

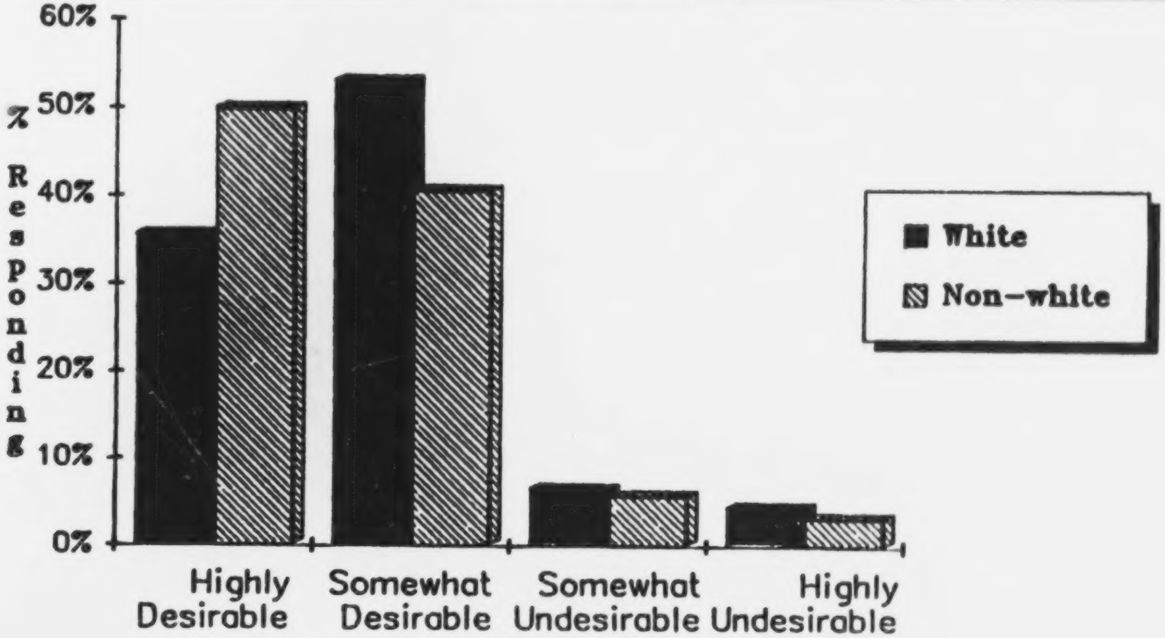

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Figure 4.1
Public Service Expenditure Priorities: Education's Role In Public Spending

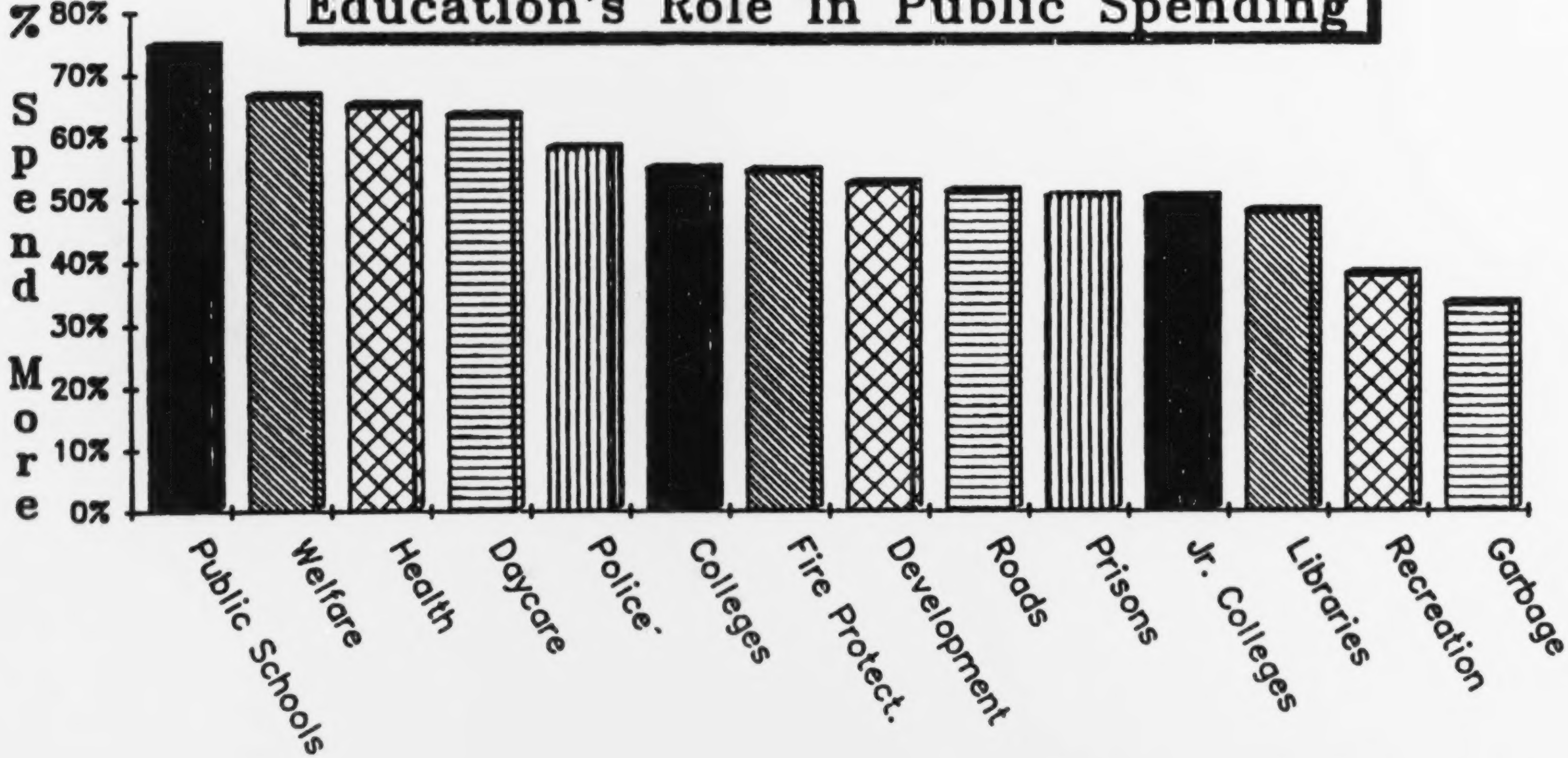

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Figure 4.2
Public Opinion On:
Support For Public School Expenditures By Income

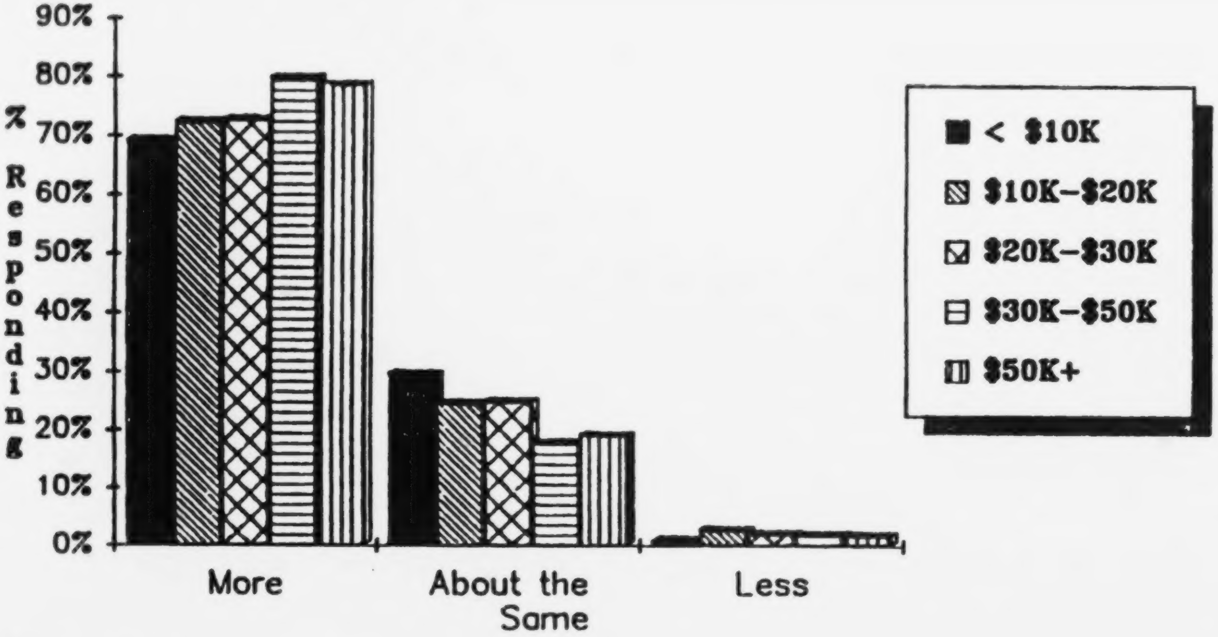

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Figure 4.3
Public Opinion On:
Support For Public School Expenditures
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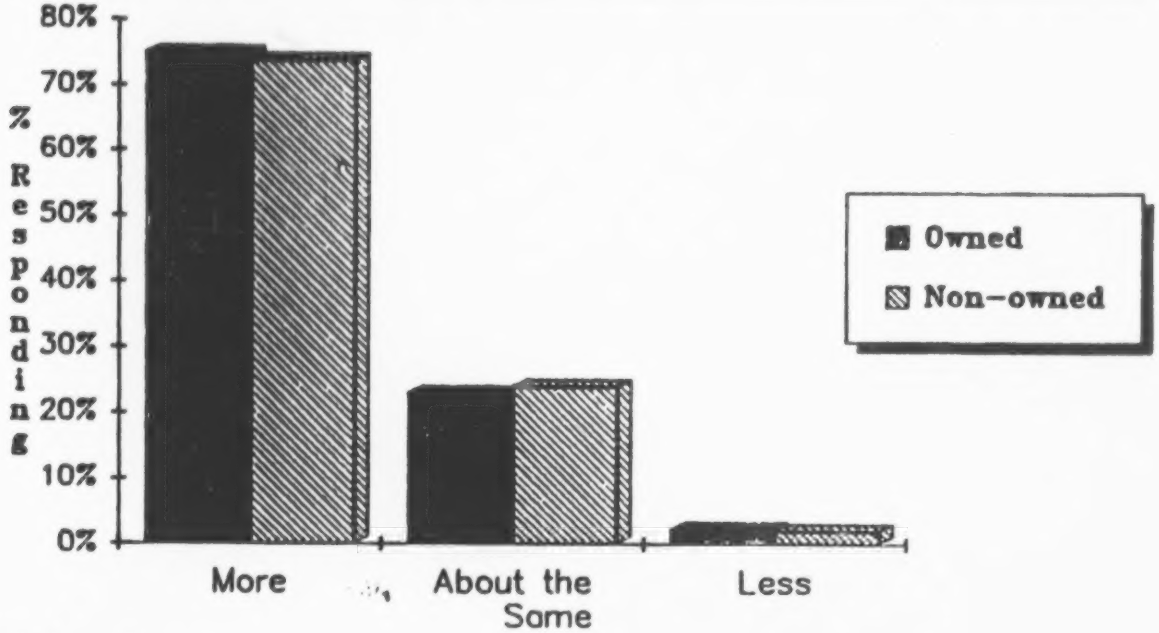

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Figure 4.4
Public Opinion On:
Support For Public School Expenditures
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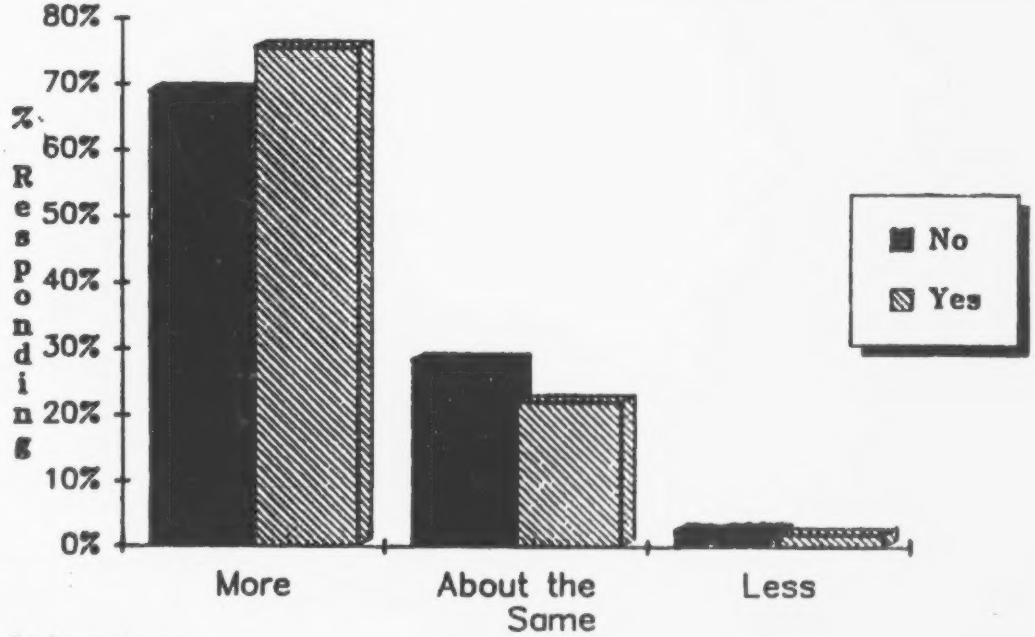

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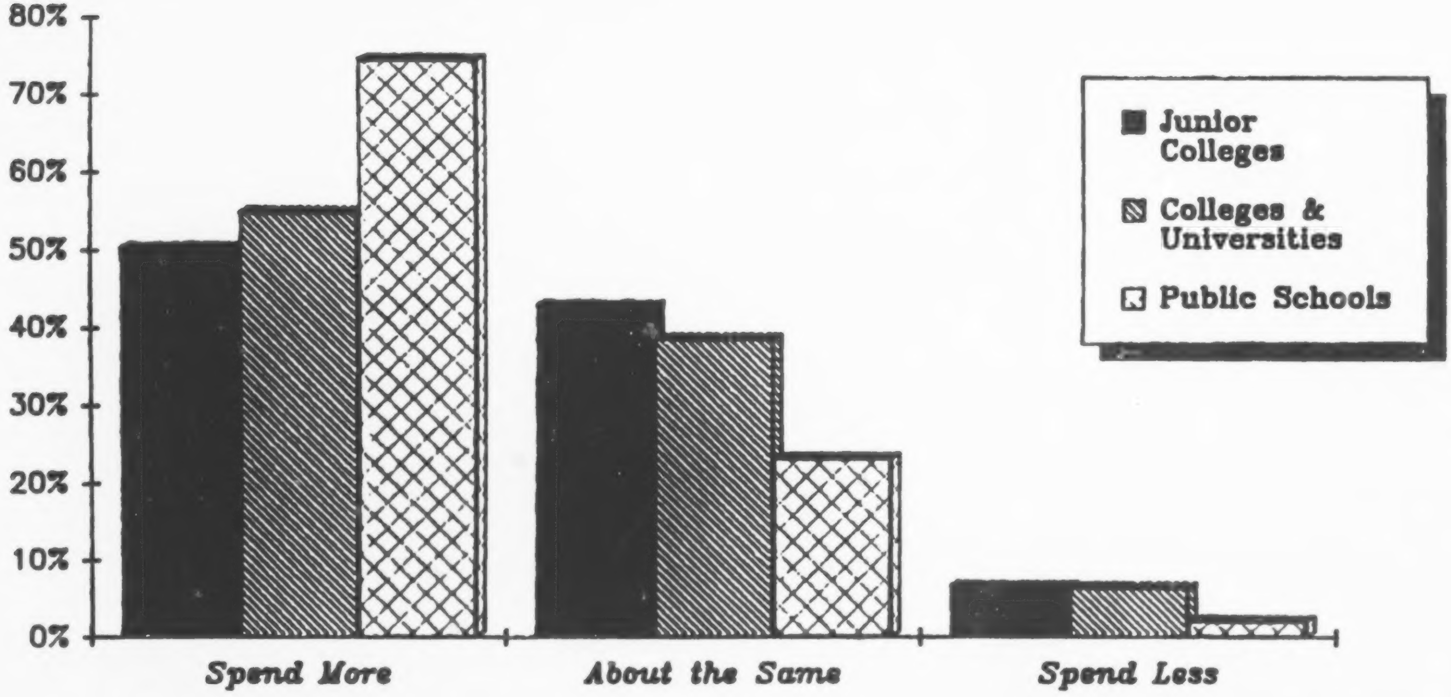
Figure 4.5
Public Support For Education Funding Levels: Public Schools, Junior Colleges & Universities



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% Prefer To Spend More On Public Schools

Figure 4.6

PUBSCH

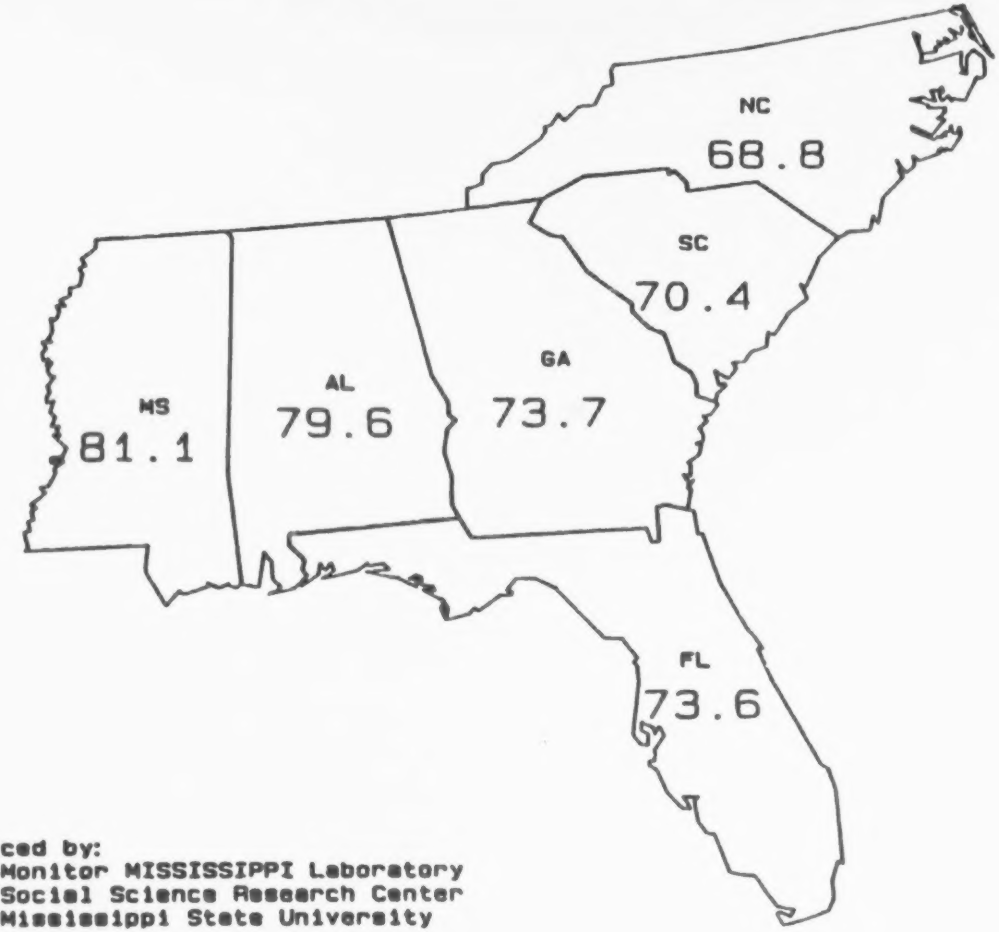
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Figure 4.7
Public Opinion Toward Public Service Expenditure Reductions

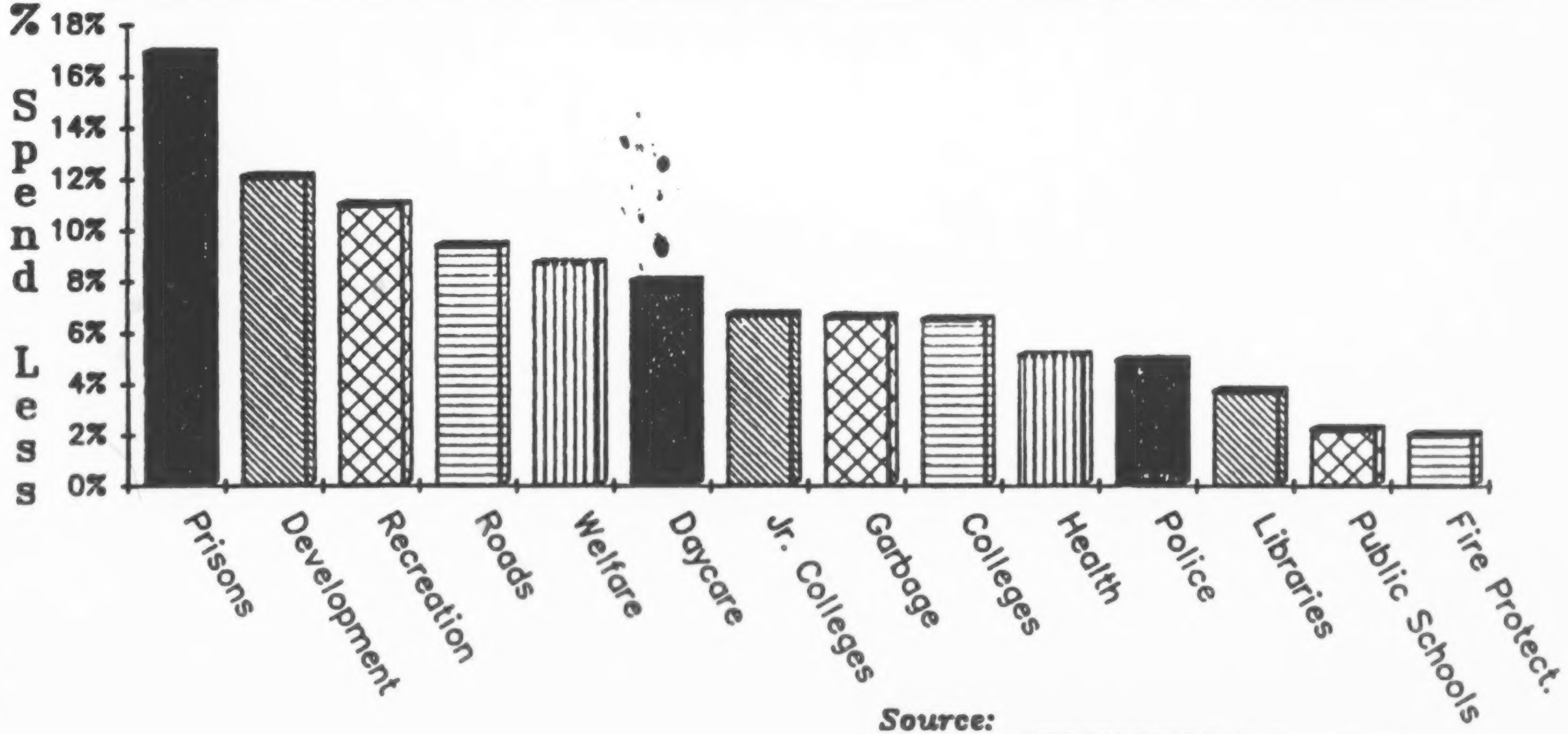

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Figure 4.8
IN BUDGET CRISIS:
Raise Taxes Or
Cut Programs & Services?

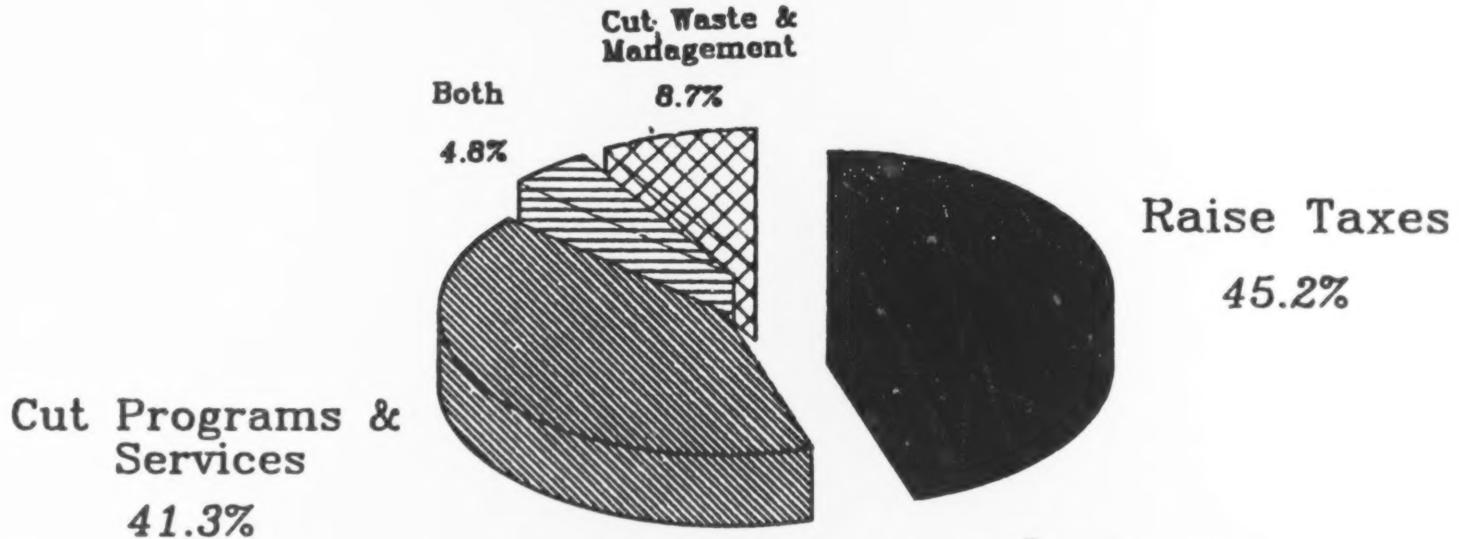

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Figure 4.9
IN BUDGET CRISIS:
Raise Taxes Or Cut Programs & Services
By Age

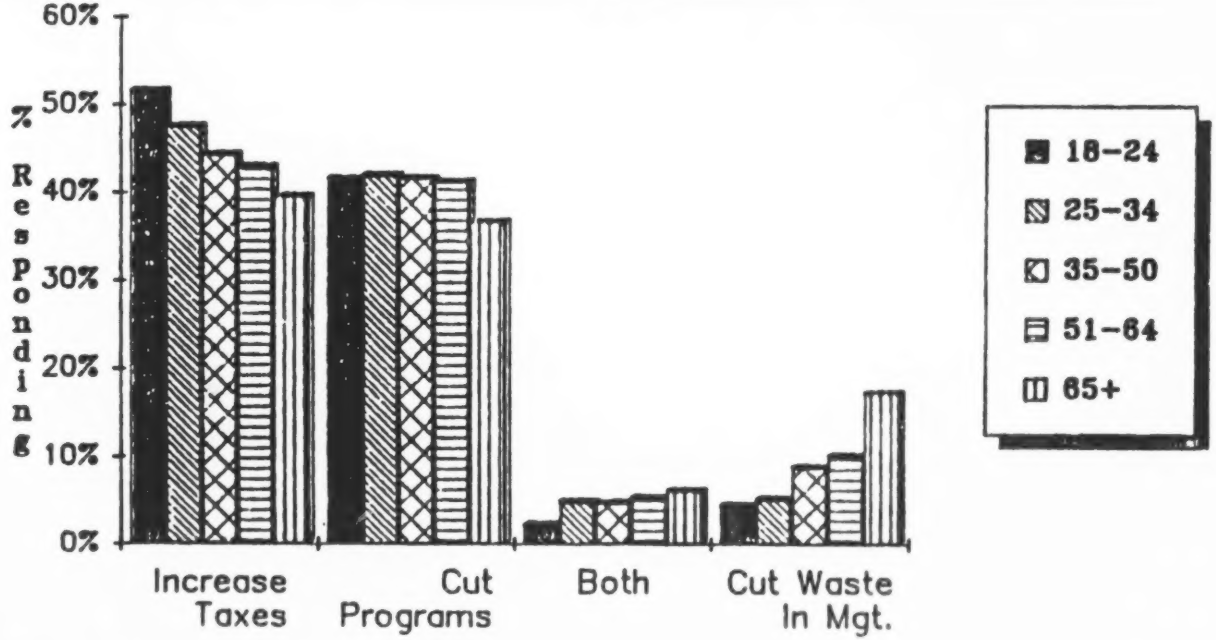

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Figure 4.10
IN BUDGET CRISIS:
Raise Taxes Or Cut Programs & Services
By Housing Status

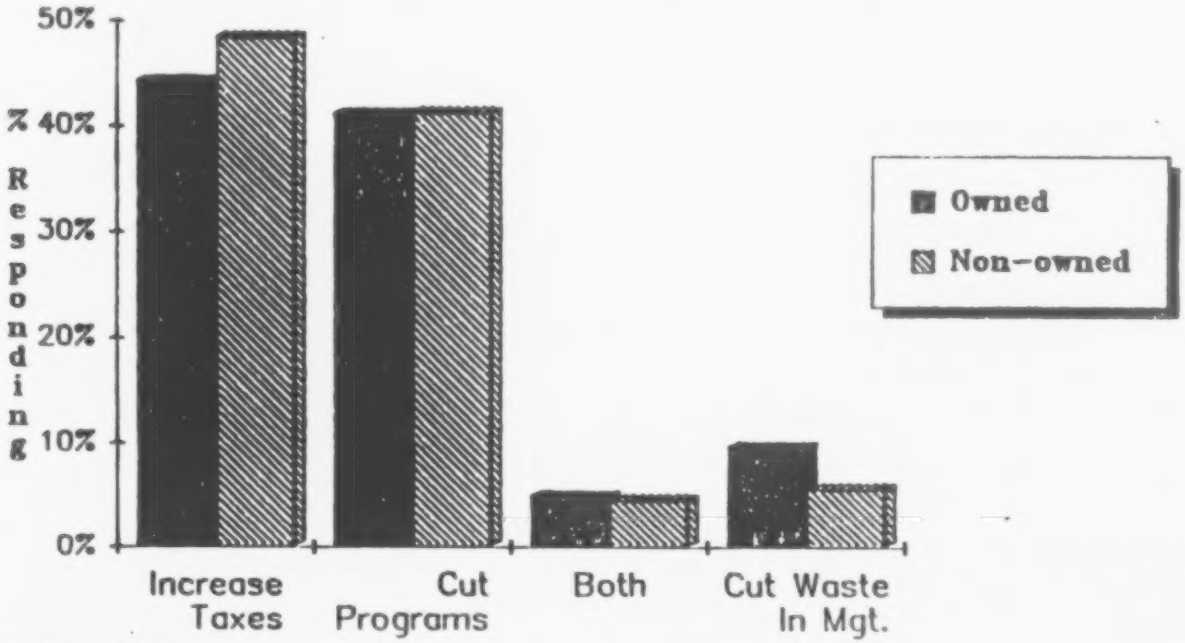

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Figure 4.11
IN BUDGET CRISIS:
Raise Taxes Or Cut Programs & Services
By Political Party

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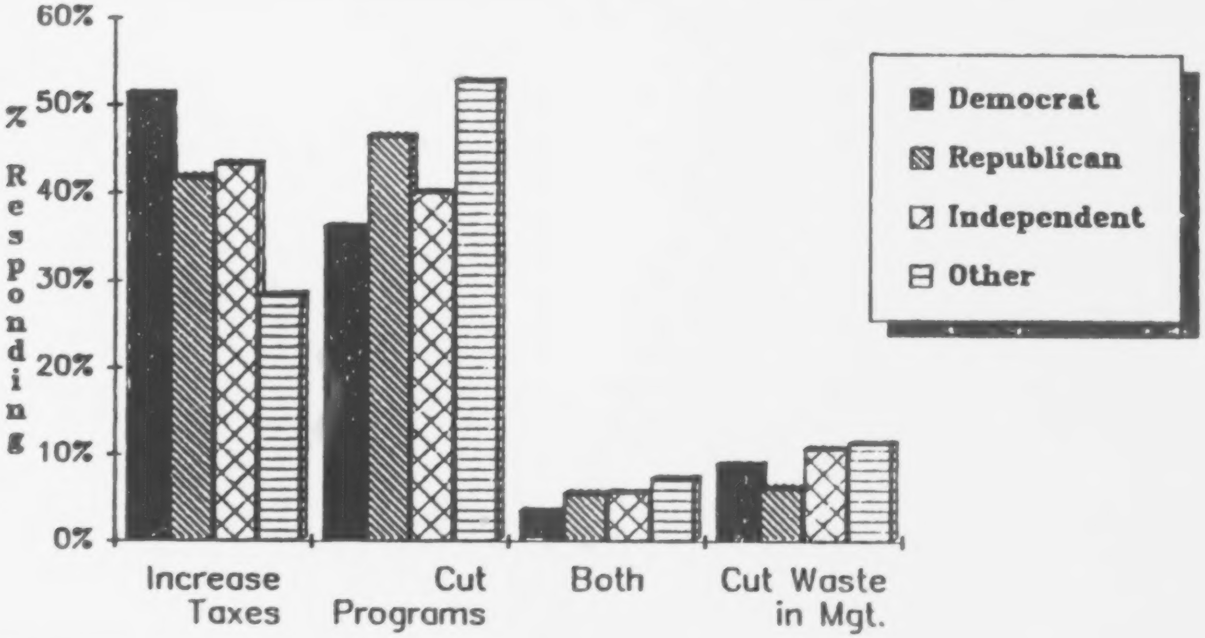

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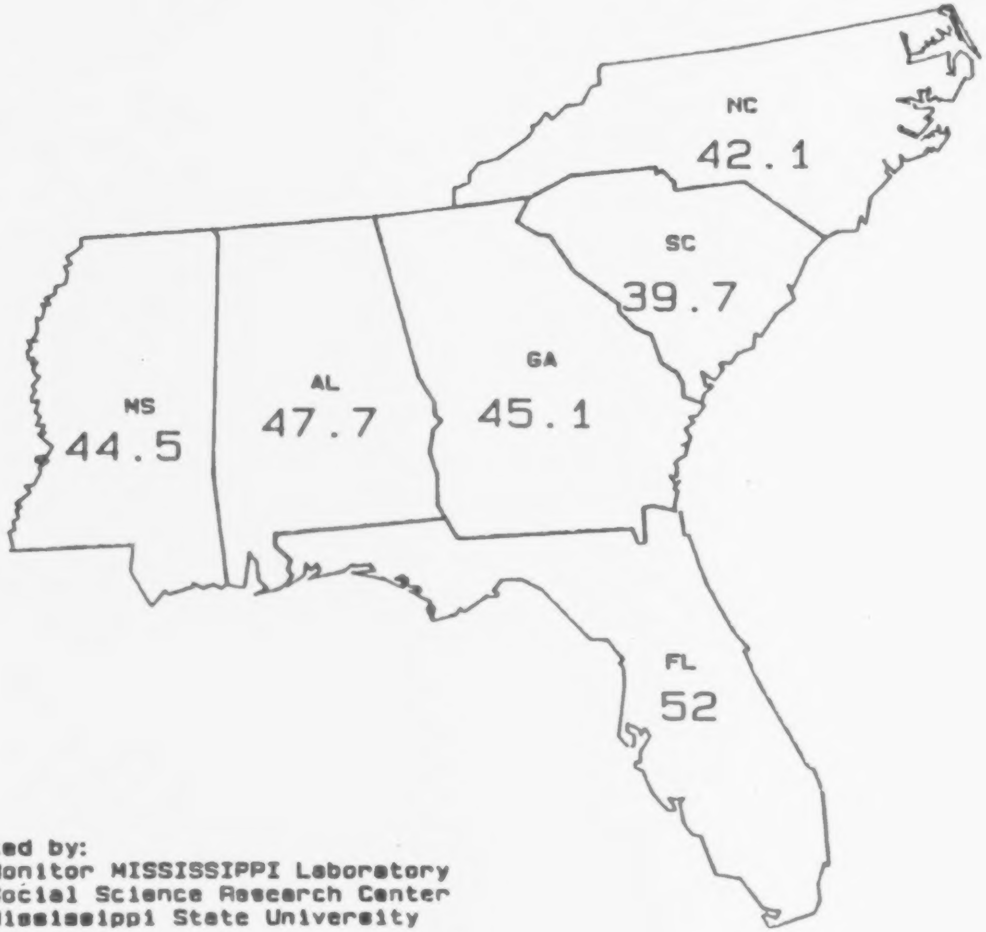
In Budget Crisis: % Prefer To Raise Taxes

Figure 4.12 TAXES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Budget Crisis: % Prefer To Cut Programs

Figure 4.13

PROGRAMS

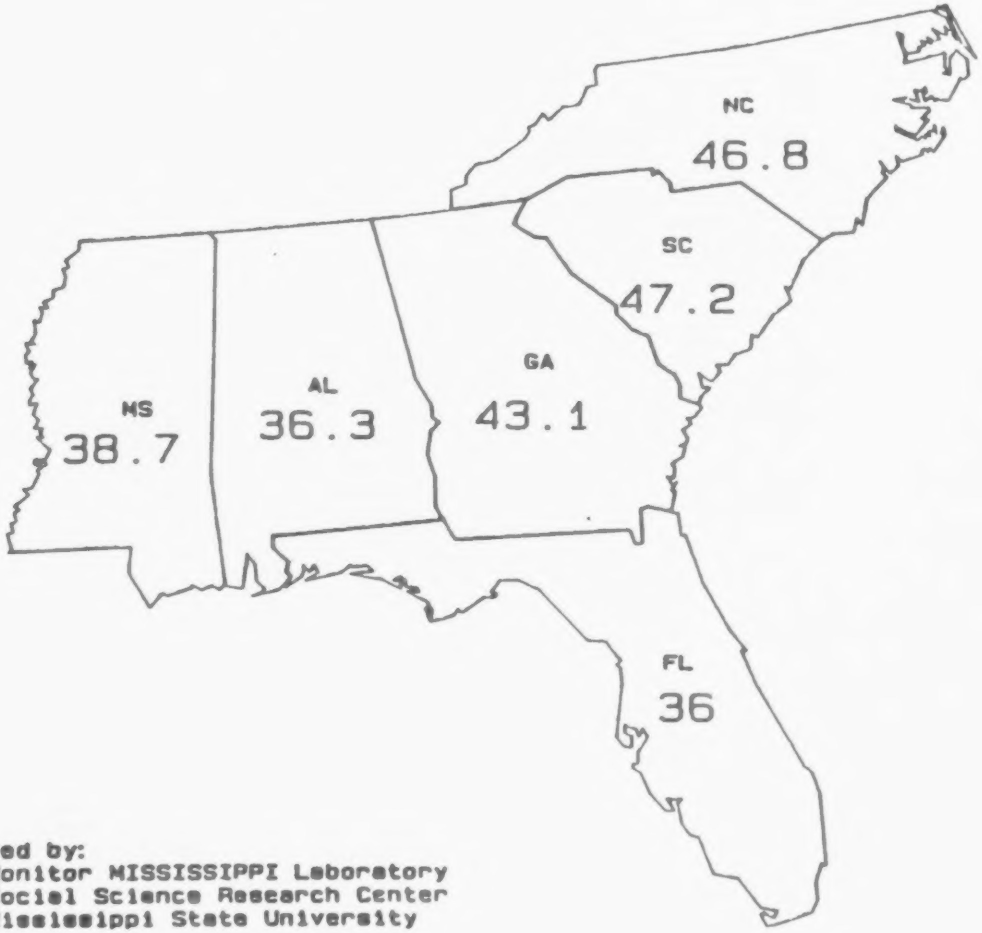
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Figure 5.1
Public Opinion On:
How Is Current Tax Rate For Local School District?

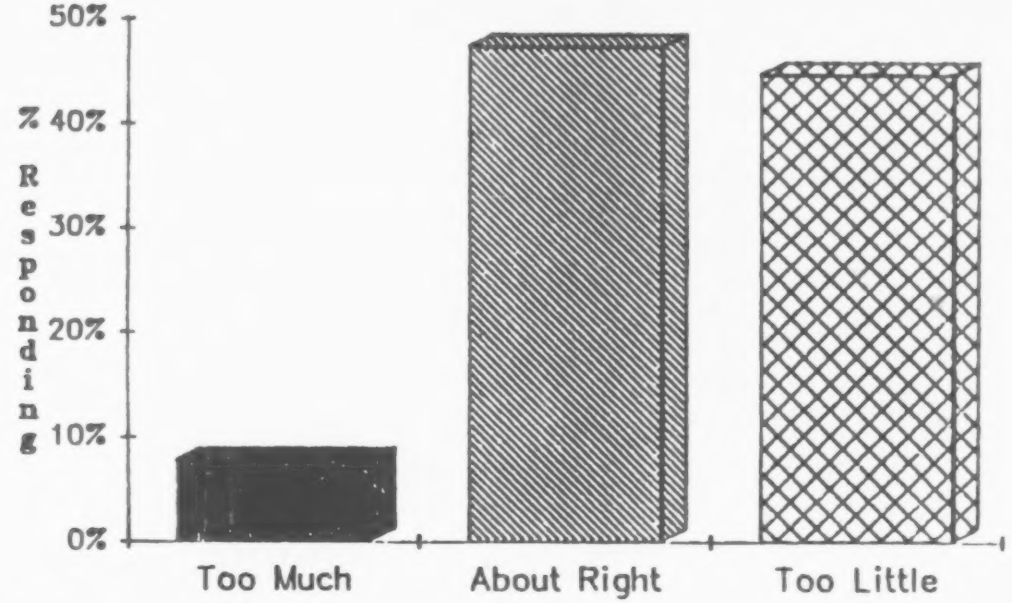

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Figure 5.2
Public Opinion On:
How Is Current Tax Rate For Local School District
By Age

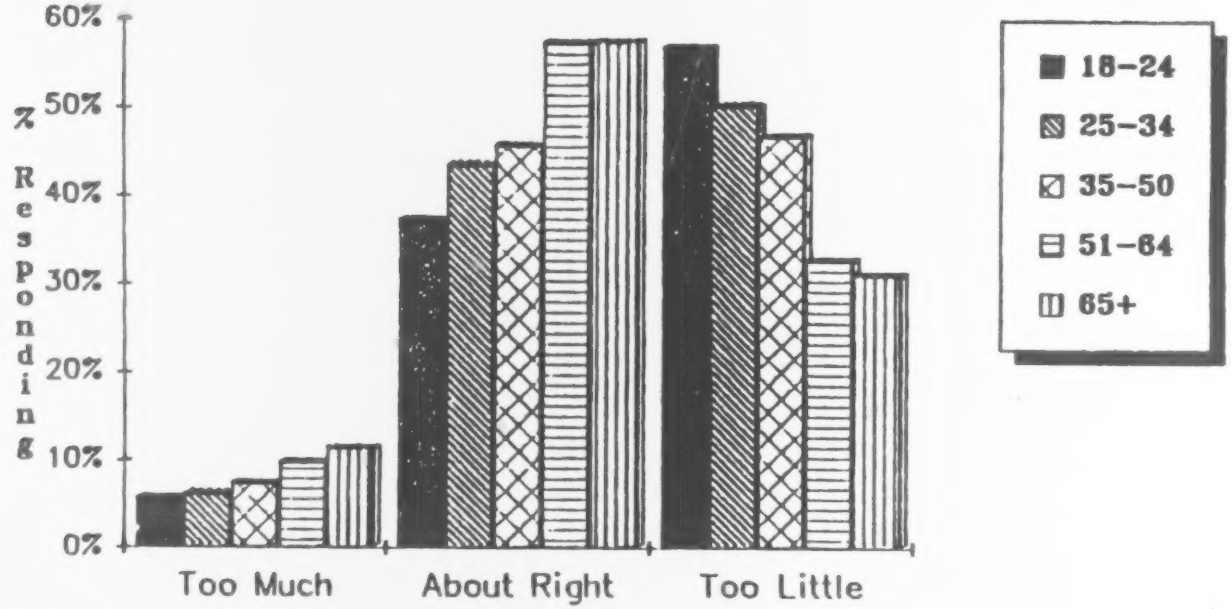

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Figure 5.3
Public Opinion On:
How Is Current Tax Rate For Local School District
By Housing Status

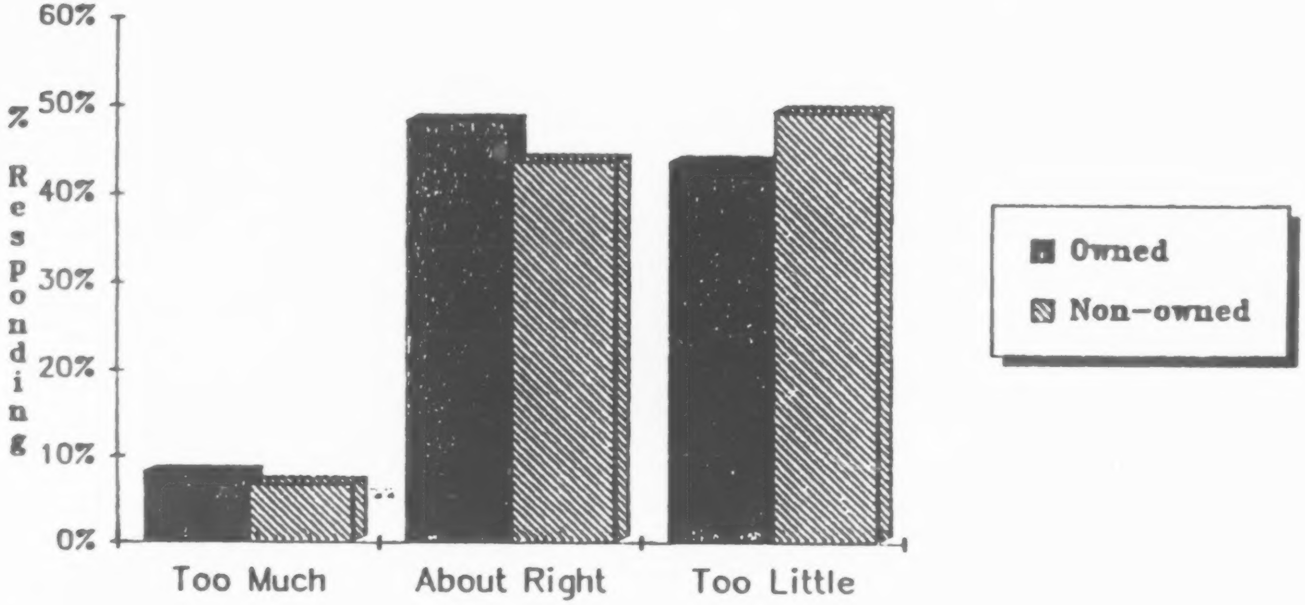

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Figure 5.4
Public Opinion On:
How Is Current Tax Rate For Local School District By Income

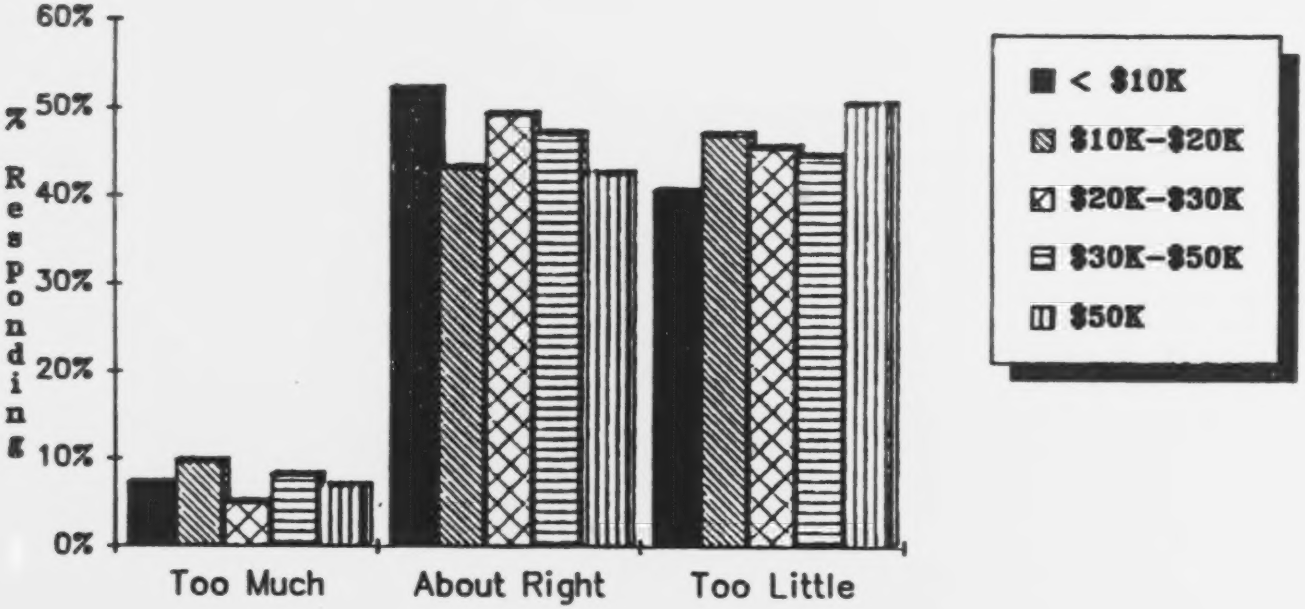

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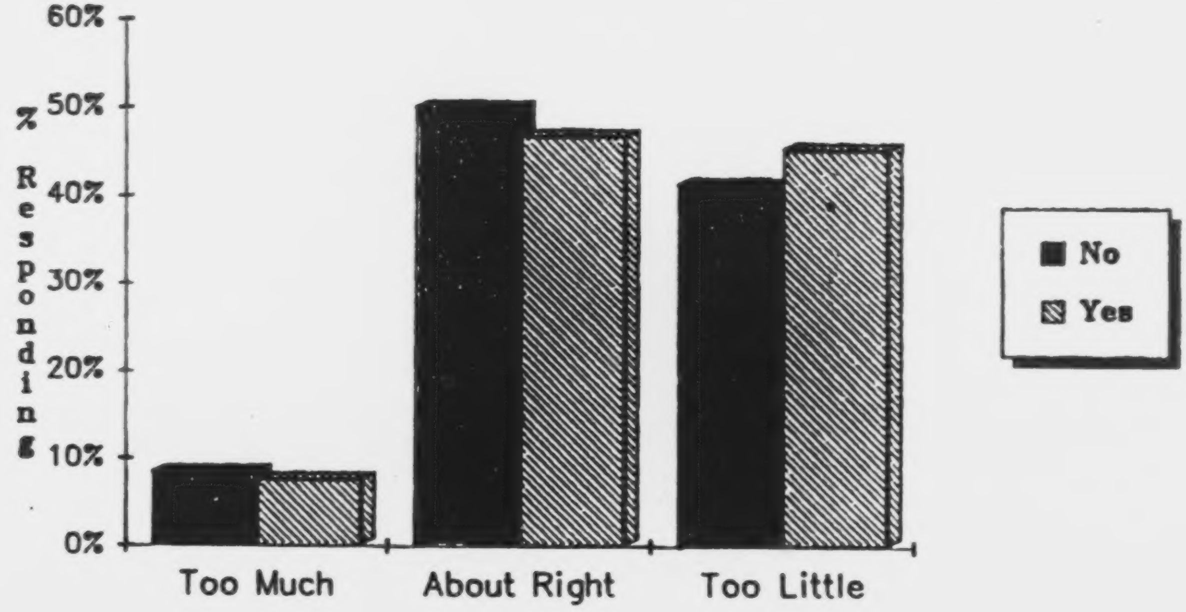
Figure 5.5

Public Opinion On:
How Is Current Tax Rate For Local School District By Likely Voter Status



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Current Taxation Levels: % "Too Little"

Figure 5.6

TAXESNOW

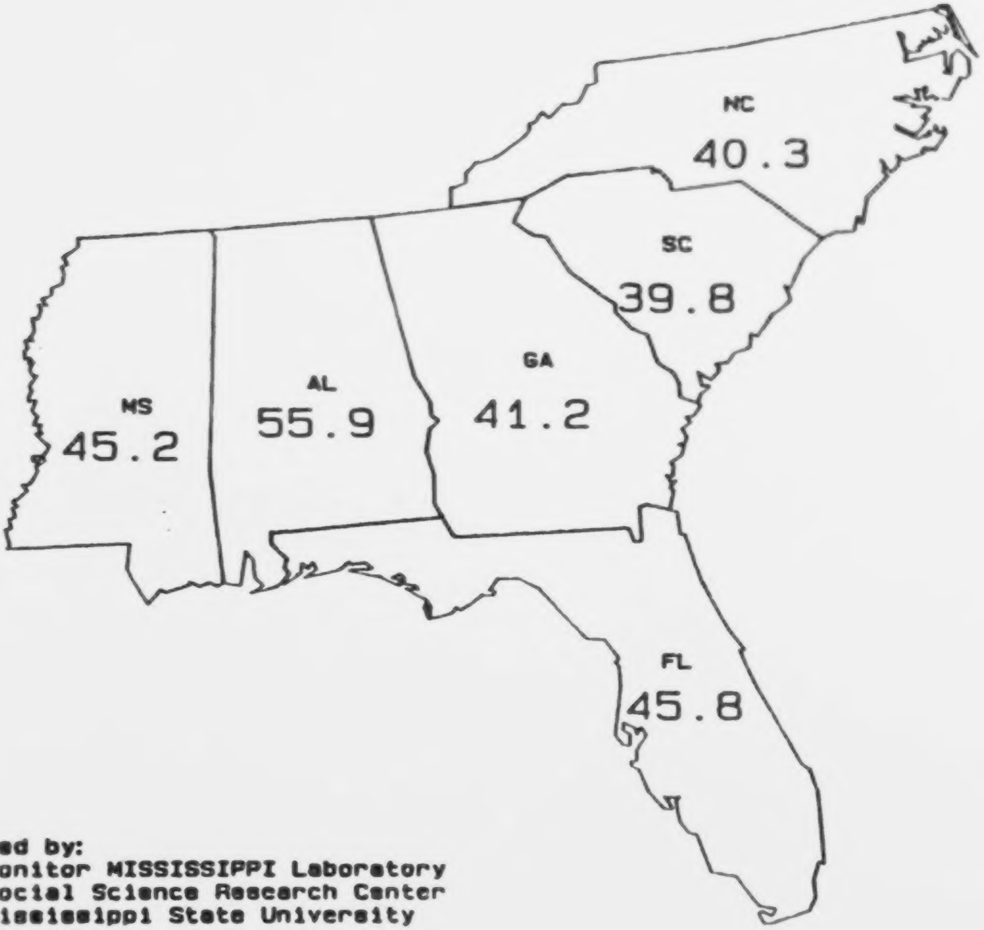
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Figure 5.7
Amount Of Increased Taxation Public Would Favor For Financing Education

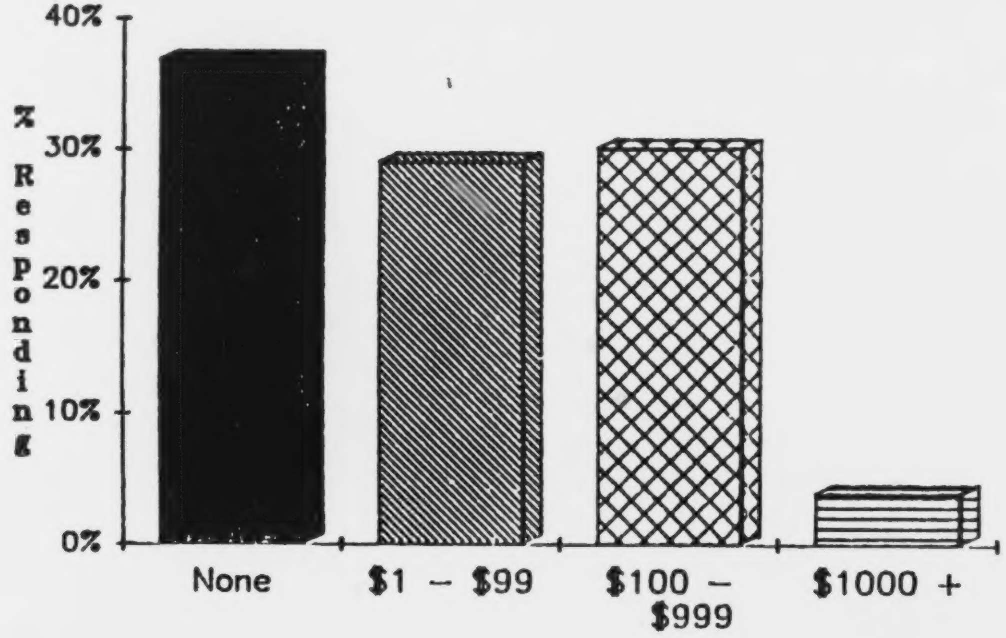

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Figure 5.8
Public Opinion On:
Which Government Sector SHOULD Contribute Most To Financing Public Schools?

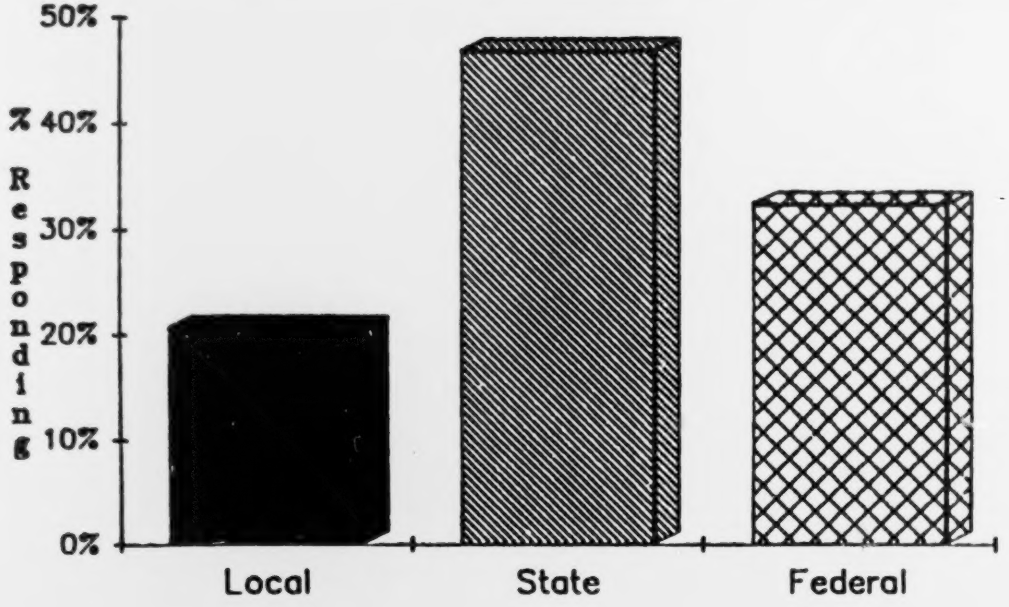

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Figure 5.9
Public Opinion On:
From Which Government Source Should Additional Education Funds Come?

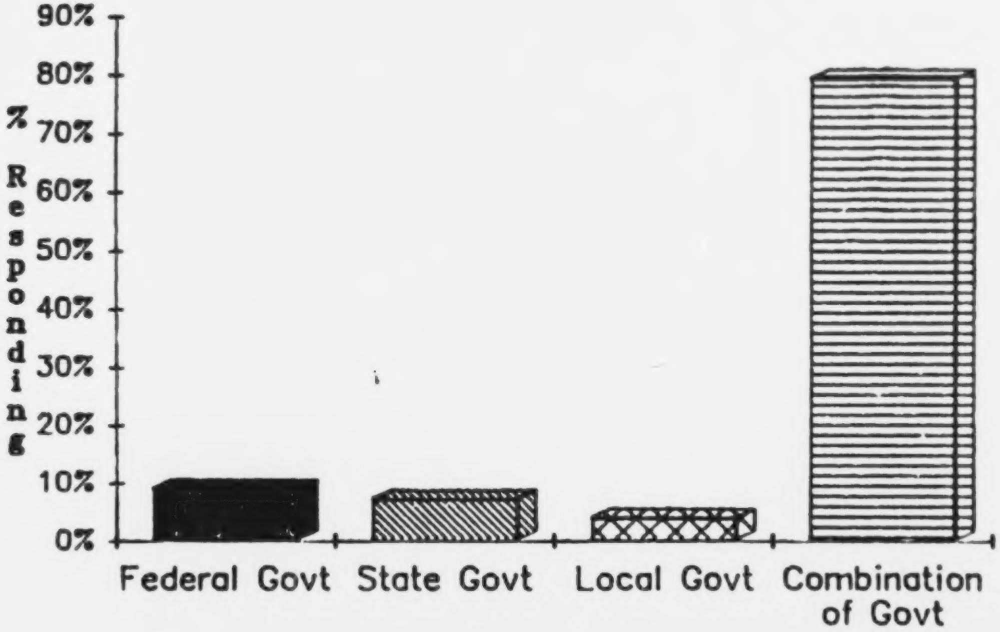

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Figure 5.10
Public Support For Sources Of New Revenues
For Education Reform

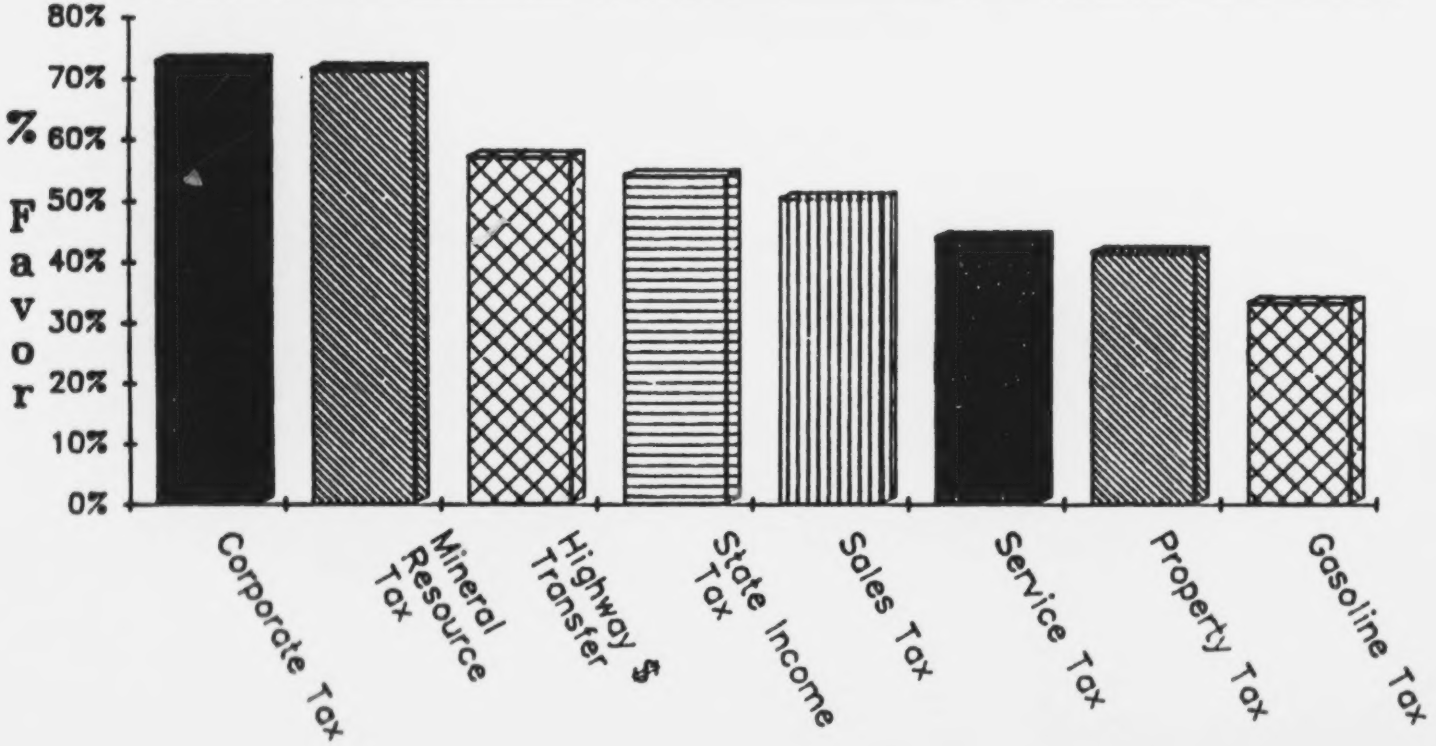

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Figure 5.11
Public Opinion On:
Support For Property Tax Increase
By Income

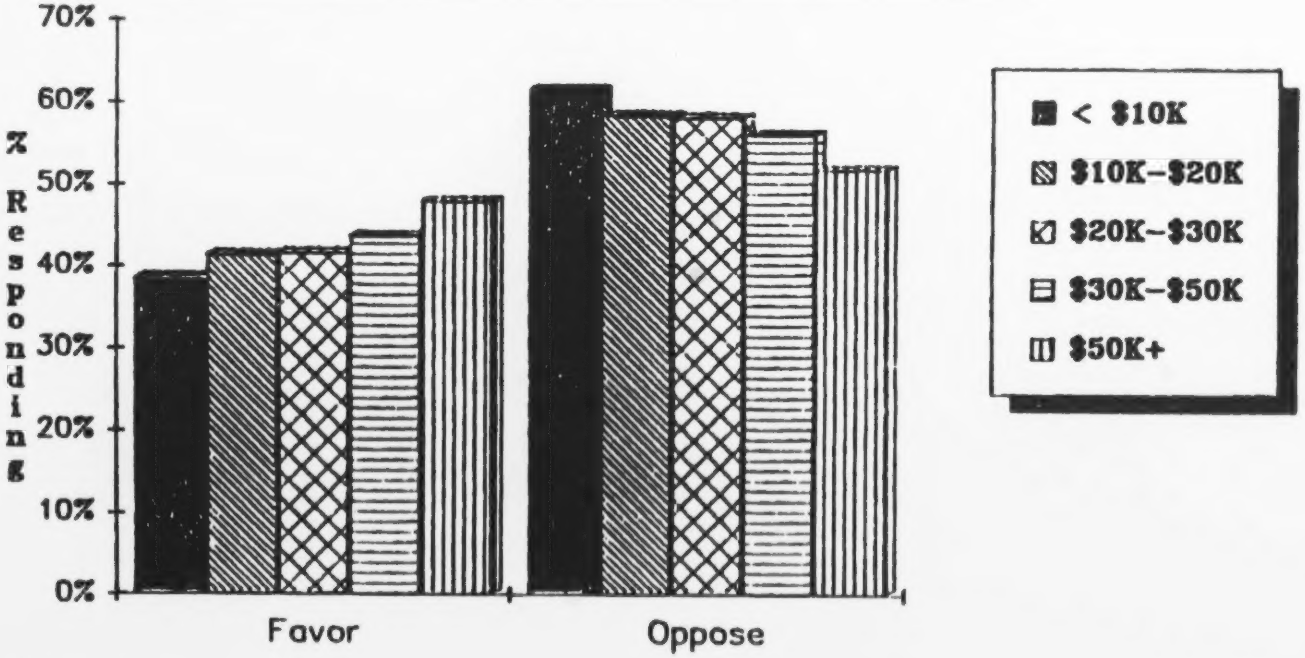

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Figure 5.12
Public Opinion On:
Support For Property Tax Increase
By Housing Status

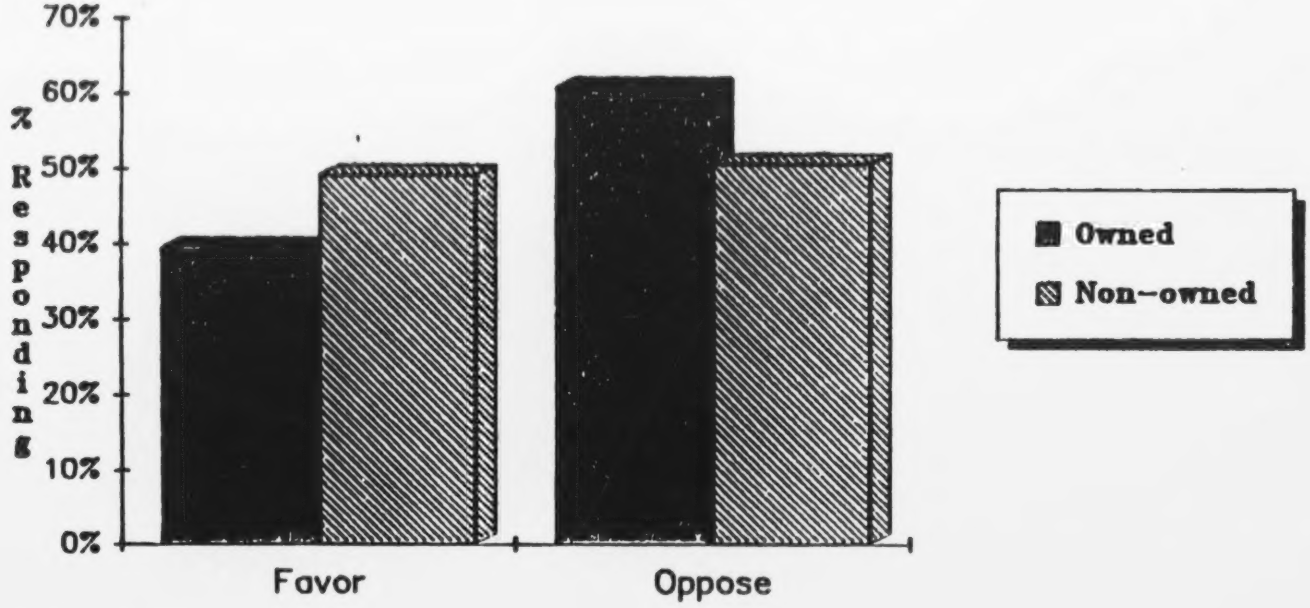

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Figure 5.13
Public Opinion On:
Support For Property Tax Increase
By Likely Voter Status

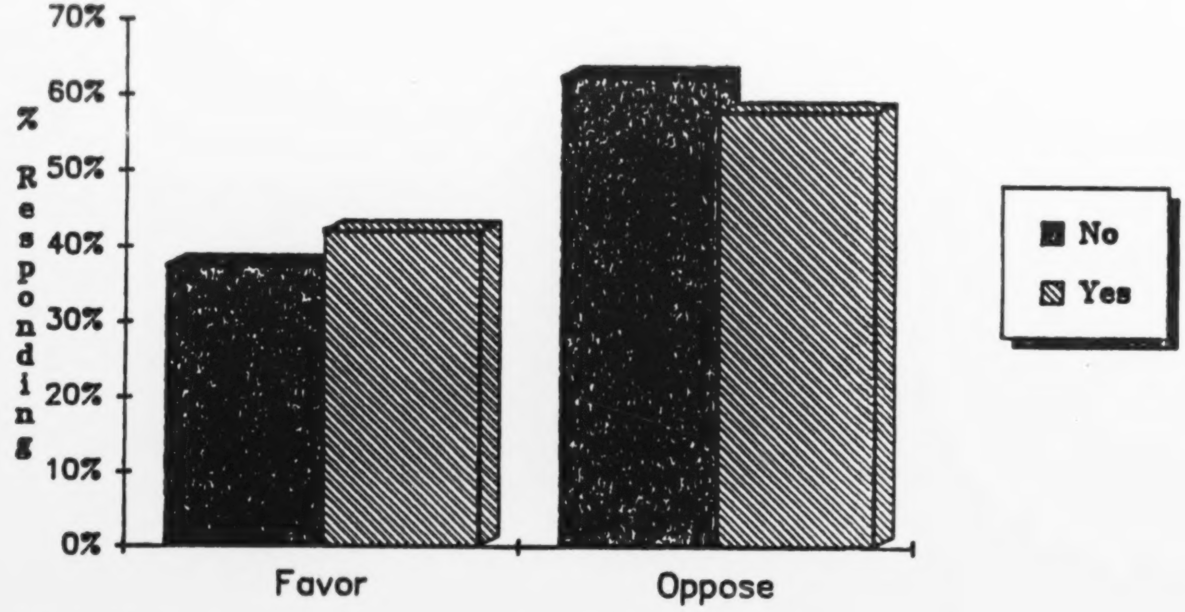

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Figure 5.14
Priorities For New Education Revenue Expenditures

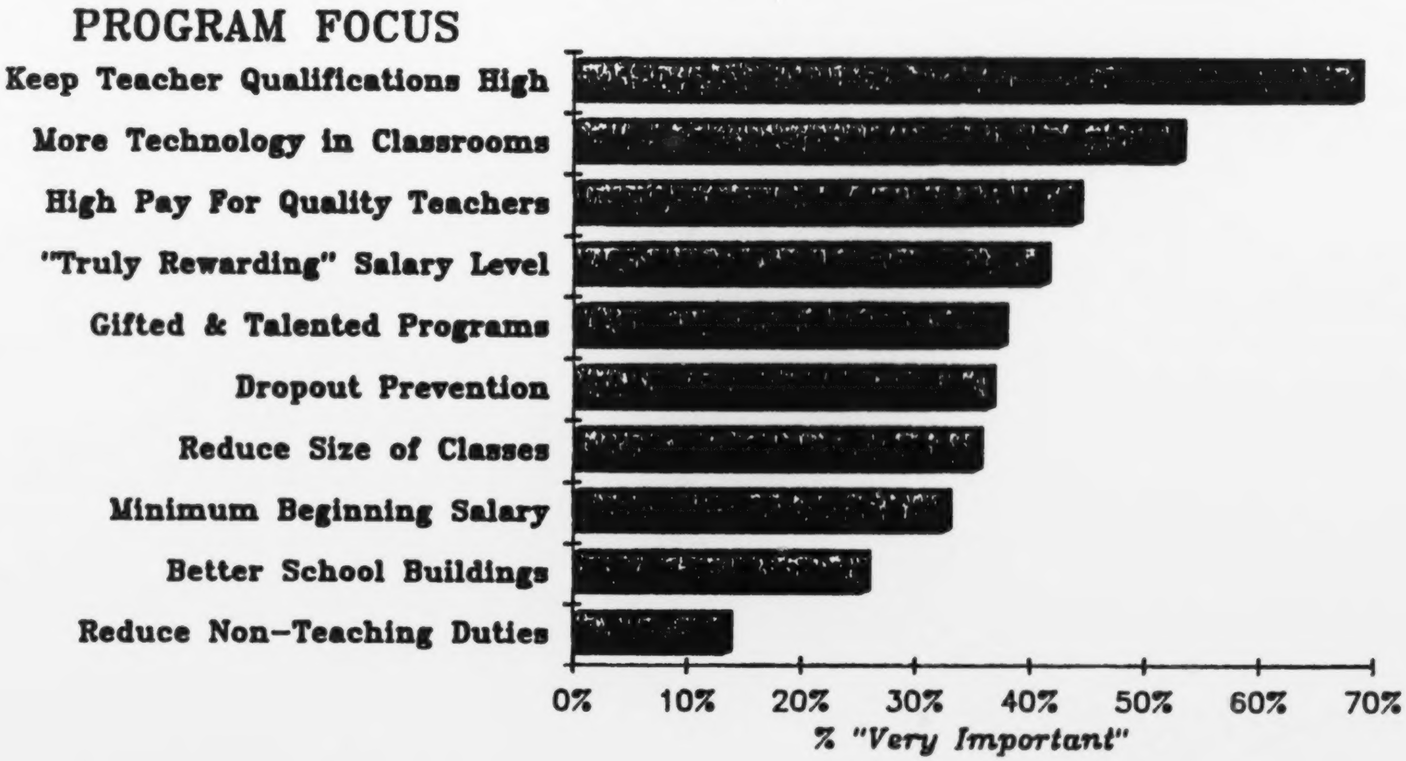

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Figure 5.15
Public Opinion On:
Priority Of "Keeping Teacher Qualifications High"
By Race

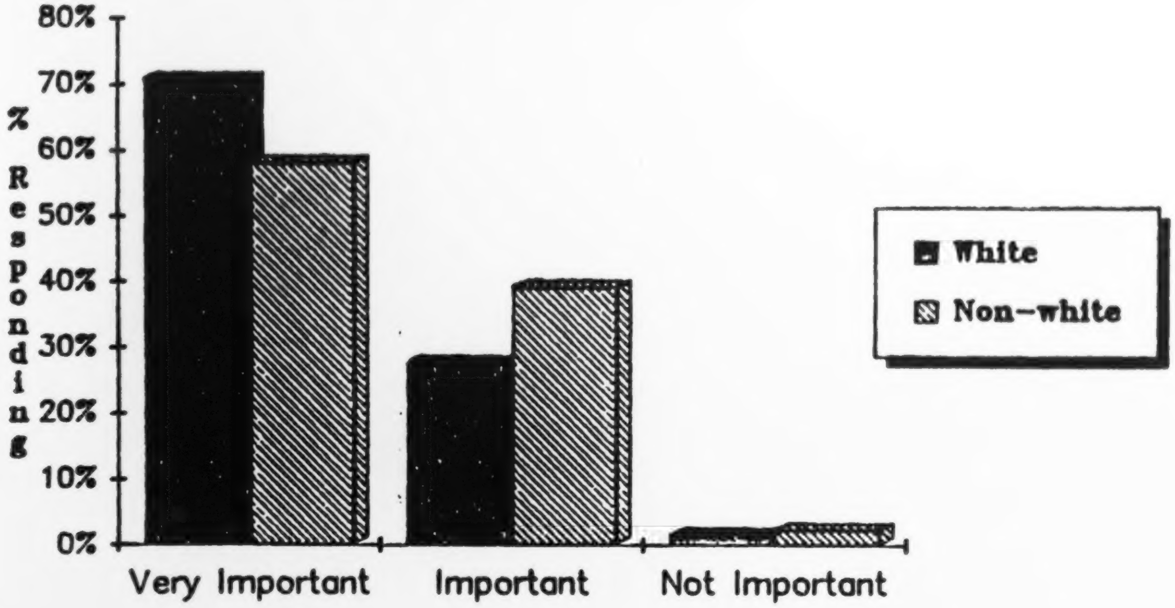

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Figure 5.16
Public Opinion On:
Priority Of "Keeping Teacher Qualifications High" By Education

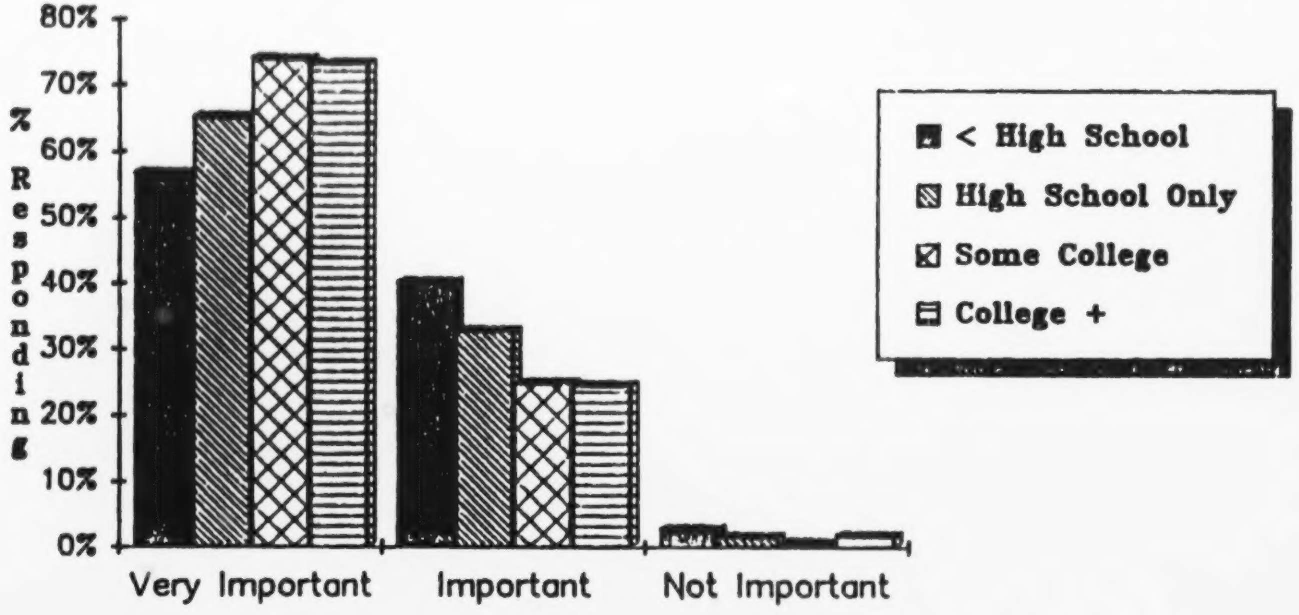

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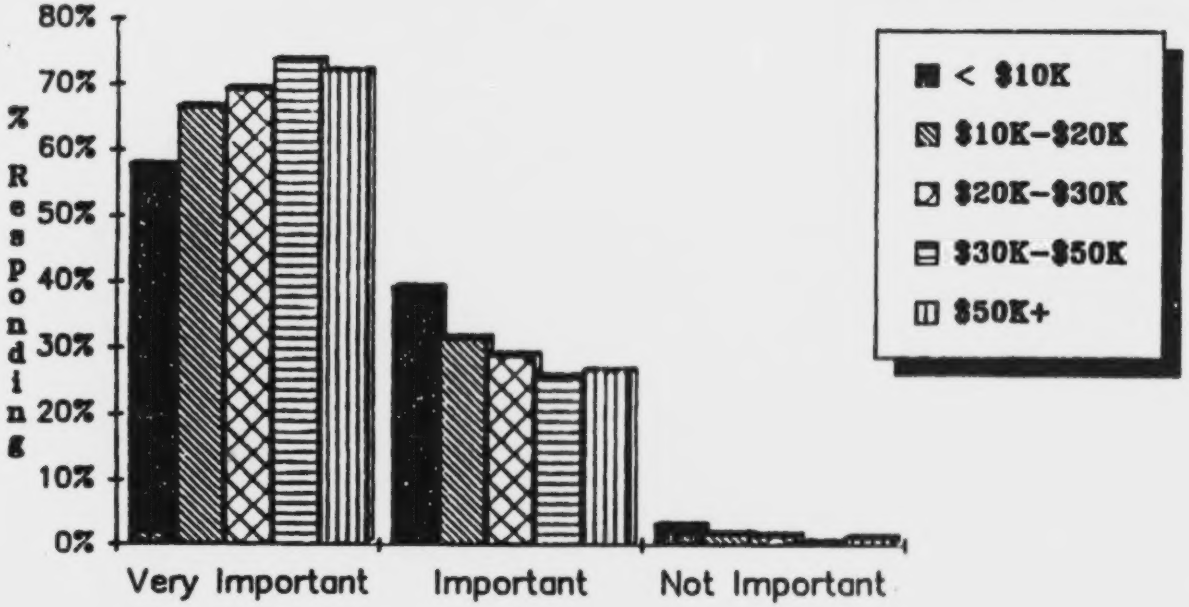
Figure 5.17
Public Opinion On:
Priority Of "Keeping Teacher Qualifications High"
By Income



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